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ABSTRACT

The research, based on 49 doctoral dissertations concerned with or related to career education, presents tabulated and narrative summaries on their areas of emphasis, research methodology, implementation, domains, and significance. Recommendations for further research are listed in the 31-page presentation. The 160-page appendix contains abstracts of the dissertations studied. Each abstract provides a cover sheet listing author, title, sponsoring institution, date of approval, chairman of dissertation committee, and availability data; and provide a check list specifying major and minor emphases in the following areas: relation to the Federal definition of career education (seven categories), focus on a specific stage of career development (five categories), method of research (six categories), type of study related to implementation (three categories), domain (four categories), and researcher's and reviewer's judgments on significance of research (six categories). Each abstract also discusses in detail the research problem, the methods and procedures, and the major findings. The appendix also lists eight career education dissertations by EPDA Fellows unavailable for inclusion in the study and a list of 84 dissertations by EPDA Fellows which did not pertain to career education. Finally the document lists EPDA project directors by State. (JR)

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REVIEW AND SYNTHESIS OF RESEARCH CONCERNING CAREER EDUCATION SUPPORTED BY EDUCATION PROFESSIONS DEVELOPMENT ACT SECTION 552, 1972-75

By
Robert M. Worthington

NATIONAL ADVISORY COUNCIL ON CAREER EDUCATION
Office of Career Education
United States Office of Education
Washington, D. C.

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U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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A REVIEW AND SYNTHESIS OF RESEARCH CONCERNING CAREER EDUCATION IN DOCTORAL DISSERTATIONS OF FELLOWS SUPPORTED BY THE EDUCATION PROFESSIONS DEVELOPMENT ACT SECTION 552, 1972-1975

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PREFACE

This study was conducted at the request of the Office of Career Education, U. S. Office of Education, on behalf of the National Advisory Council on Career Education. The purpose of the study was to collect, review, and analyze doctoral dissertations prepared by EPDA doctoral fellows under Part F of Section 552, Public Law 90-35. Forty-nine doctoral dissertations concerned with or related to career education, which were completed from 1972 to June, 1975, were reviewed.

The EPDA fellowship program was established to prepare selected participants as leaders of comprehensive vocational education programs. Selected participants from throughout the nation are now enrolled in such vocational educational leadership programs in 29 universities.

The EPDA 552 program, designed to increase the supply of qualified high level leadership personnel in vocational and technical education, provides opportunities for experienced vocational educators to spend full time in advanced study. Fellowship awards are distributed on an equitable basis among the states and require the development of comprehensive programs in vocational education at the graduate level.

The first fellowship awards were made under Part F, Section 552, in fiscal year 1970. That year 11 universities were approved as comprehensive vocational education leadership programs and 160 fellowship awards were provided.

The vocational education profession has demonstrated a great deal of interest in and support of career education. Research in career education by the vocational education doctoral fellows is another indication of the recognition of the important role of vocational education as a key component of career education.

Robert M. Worthington

October, 1975

CHAPTER I

INTRODUCTION

Both the EPDA doctoral fellowship program and Career Education have sufficient years of operations to expect accountability for the extent to which EPDA fellows have contributed to the research concerning Career Education. It is time to take stock of what has happened and where we should go from here.

The Purpose of this Study

This study will: (1) list all available completed doctoral research by EPDA 552 awardees as such research is related to Career Education; (2) provide abstracts of all such research, as they are available; (3) analyze the dissertations as to their content and procedures; (4) summarize the significance of this body of research; and (5) make recommendations concerning the future of such a research effort under the funding program.

Procedures

Beginning in June of 1975, all institutions were contacted who had been authorized to have EPDA doctoral fellows. A file of potential names and titles was developed. For those which could be considered career education, abstracts were collected and standardized.

Initial Analyses - Analysis sheets were filled out for each eligible dissertation. The results were tabulated as "major emphasis","minor emphasis" or "no emphasis" for each of the following six areas:

- any or all of the seven components in the definition of career education found in The Federal Register, Vol. 40, No. 51, p. 11929:

    (1) Increase the relationship between schools and society as a whole;
    (2) Provide opportunities for counseling, guidance and career development for all children;
    (3) Relate the subject matter of the curricula of schools to the needs of persons to function fully in society;
    (4) Extend the concept of the education process beyond the school into the area of employment and the community;
    (5) Foster flexibility in attitudes, skills, and knowledge in order to enable persons to cope with accelerating change and obsolescence;
    (6) Make education more relevant to employment and functioning in society; and
    (7) Eliminate any distinction between education for vocational purposes and general or academic education.

- any or all of the specific stages of career development:

    (1) career awareness
    (2) career exploration
    (3) career planning
    (4) career progression
    (5) career choice.

- any one or more of these methodologies of research:

    (1) questionnaire
    (2) test scores
    (3) interviews
    (4) panel results
    (5) observation
    (6) other methodologies.

- any one or more of these aspects of implementing career education:

    (1) goals of career education, or descriptions of outcomes

(2) current status of career education; school; district, county, state, or nation
(3) evaluation of the effectiveness of career education programs: summative evaluation; formative evaluation; data collection techniques; or evaluation systems.

- any or all of these domains:

(1) cognitive
(2) affective
(3) psycho-motor
(4) combination.

- any or all of these types of significance, according to the dissertation writer and according to this reviewer:

(1) new area of research
(2) practicality of research
(3) basic theory of career education treated
(4) cost oriented
(5) student benefit oriented
(6) oriented to the concerns and benefits of professional educators.

An analysis sheet for each dissertation in this survey will be found in the Appendix A devoted to the abstracts.

Other Tabulations - It was discovered that the definition of career education provided in The Federal Register, Vol. 40, No. 51, p. 11929 was not adequate to represent the many facets and details of career education desired here. Therefore, three other tabulations were made: one analyzed the dissertations in terms of the ten basic assumptions concerning career education found in the U. S. Office of Education's An Introduction to Career Education: A Policy Paper... (1975); a second analysis was in terms of nine specific learner outcomes listed in the above source; and a third analysis was on the basis of twenty-seven tasks for initial

implementation of career education listed also in the above source.

In addition, paragraph-length significance summaries were prepared on the following topics:

- the concept of career education
- the acceptance of career education
- evaluations of operational career education.

Characteristics of This Body of Research

Correspondence with appropriate teacher educators throughout the nation provided 141 dissertations for possible inclusion in this study. Of this number, 57 were considered to be in the broad category of career education. Vocational education topics were included only when they had the character of wide applicability to career development involving all students.

Forty-nine dissertations make up the body of research in this survey, since the other eight eligibles were unavailable in any form.

In the appendix will be found: the forty-nine utilized dissertations in abstract form; a list of the eight dissertations sought but unavailable for inclusion in this study; and a list of the eighty-four dissertations considered but rejected for inclusion in this study.

As an introduction to the body of research which was formed for this study, four questions will be answered in the following paragraphs:

- When were these dissertations completed?
- Which institutions produced these dissertations?
- Which professors were most active in assisting doctoral students with these dissertations?
- In what form are these dissertations available for this survey and for further study?

The completion dates of these forty-nine dissertations are revealed

in Table I. It shows that most of these dissertations were approved by their institutions in 1973 and 1974.

TABLE I

APPROVAL DATES FOR 49 CAREER EDUCATION DISSERTATIONS AUTHORED BY EPDA DOCTORAL FELLOWS, 1972-1975

DATE	NUMBER
1975	10
1974	16
1973	17
1972	3
No date specified	3
Total	49

There were 13 institutions involved in producing the 49 career education dissertations. Table II shows the institutions and reveals that five institutions are responsible for a majority of the dissertations included in this study. These five institutions are primarily mid-western or western in location.

There is, of course, a two to three year time delay from date of initiation of a fellowship program to completion of doctoral research. Twenty-seven of the studies were done at eight universities involved at least five years in the EPDA 552 fellowship program. Three universities involved five years or more provided no career education dissertations during the period studied.

TABLE II

13 INSTITUTIONS INVOLVED IN 49 CAREER EDUCATION DISSERTATIONS AUTHORED BY EPDA DOCTORAL FELLOWS, 1972-1975

INSTITUTION	NUMBER OF DISSERTATIONS
University of Missouri - Columbia	7
Kansas State University	6
Colorado State University	5
Oklahoma State University	5
University of Tennessee	5
University of California, Los Angeles	4
Rutgers, The State University (New Jersey)	3
University of Connecticut	3
University of Georgia	3
University of Illinois, Urbana	3
University of Kentucky	3
Oregon State University	1
Temple University	1
Total	49

Supervising professors of these dissertation efforts are for the most part unknown. However, such leaders are known for twenty-two dissertations, as is indicated in Table III. With the information available, it is appropriate to recognize the work of Dr. W. R. Miller of the University of Missouri - Columbia for his leadership with five of the dissertation authors included in this study. Others may have worked with

more of the authors in this group, but that information is not available at this time.

TABLE III

SUPERVISORS OF 49 CAREER EDUCATION DISSERTATIONS AUTHORED BY EPDA DOCTORAL FELLOWS, 1972-1975

SUPERVISOR	NUMBER OF DISSERTATIONS
Dr. W. R. Miller (University of Missouri - Columbia)	5
Dr. Melvin L. Barlow (University of California - Los Angeles)	3
Dr. George L. O'Kelley (University of Georgia)	3
Dr. Garry R. Bice (University of Tennessee)	2
Dr. Harold R. Blinkley (University of Kentucky)	1
Dr. Wayne Courtney (Oregon State University)	1
Dr. Beverly Crabtree (University of Missouri - Columbia)	1
Dr. Charles Drawbaugh (Rutgers, The State University)	1
Dr. Gene M. Love (University of Missouri - Columbia)	1
Dr. Robert R. Price (Oklahoma State University)	1
Dr. Carl J. Schaefer (Rutgers, The State University)	1
Dr. Samuel J. Wanous (University of California - Los Angeles)	1
Dr. Ralph J. Woodin (University of Tennessee)	1
Supervision not stated	27
Total	49

The availability of these dissertations forming this body of

research is shown in Table IV. A few were available in the Xerox University Microfilms System, as an abstract from the sponsoring institution, and from the Educational Resources Information Center (ERIC). Many were available from both the Xerox University Microfilms System and as an abstract from the sponsoring institution. However, the availability of this body of research was a major problem for this survey and constitutes a major difficulty for the continued utilization of specific dissertations.

TABLE IV

MEANS OF AVAILABILITY OF 49 CAREER EDUCATION DISSERTATIONS AUTHORED BY EPDA DOCTORAL FELLOWS, 1972-1975

VEHICLE OF AVAILABILITY	NUMBER OF DISSERTATIONS
Xerox University Microfilms System (Document and Abstract)	34
Sponsoring Institution (Abstract only)	18
ERIC System (Document and Abstract)	3
ERIC System (Abstract only)	2

CHAPTER II

AN ANALYSIS OF THE CONTENT AND PROCEDURES OF FORTY-NINE EPDA DOCTORAL DISSERTATIONS CONCERNING CAREER EDUCATION

This chapter will answer the following questions:

- Does the cognitive, affective or psycho-motor domain predominate in this body of research?
- Which stage or stages of career development are emphasized?
- Which broad goals or assumptions of career education are emphasized?
- Which learner outcomes for career education are emphasized?
- Which steps for implementing career education are emphasized?
- Which methods of research were used?

Affective Domain Emphasized

The affective domain was a major emphasis in the majority of dissertations surveyed, as shown in Table V. A combination of all three domains--cognitive, affective and psycho-motor--was next in importance, involving such combinations as:

- career pattern
- career maturity
- employment results
- work adjustment
- educator competencies

TABLE V

RELATIVE EMPHASIS ON THE COGNITIVE, AFFECTIVE AND PSYCHO-MOTOR DOMAINS IN 49 CAREER EDUCATION DISSERTATIONS AUTHORED BY EPDA DOCTORAL FELLOWS, 1972-1975

DOMAIN	MAJOR EMPHASIS	MINOR EMPHASIS
Cognitive	9	2
Affective	29	1
Psycho-motor	3	0
Combinations of cognitive, affective and psycho-motor	16	0
No Domain Applies	1	0

Total Career Development Emphasized

A broad concern for all stages of career development was found in this body of research, as shown in Table VI. Career awareness was next in order of emphasis. Career choice received the least attention.

The areas of long-term career development and career awareness were given major emphasis in slightly more than one-half of the dissertations. On the other hand, the area of career choice was given major emphasis in only three dissertations and received minor emphasis in three additional ones.

TABLE VI

RELATIVE EMPHASIS ON SPECIFIC STAGES OF CAREER DEVELOPMENT IN 49 DISSERTATIONS AUTHORED BY EPDA DOCTORAL FELLOWS, 1972-1975

STAGE OF CAREER DEVELOPMENT	MAJOR EMPHASIS	MINOR EMPHASIS
Career Awareness	11	4
Career Exploration	5	4
Career Planning	9	4
Career Choice	3	3
Career Progression	7	1
Total or Long-Term Career Development	14	0

Relevancy, Opportunity and Freedom Are Key Thrusts

When examined in terms of the broad purposes and basic assumptions of career education, this body of research emphasizes the themes of relevancy, opportunity and freedom of choice.

Using as a check list the seven broad purposes for career education provided in The Federal Register, Vol. 40, No. 51, p. 11929 (March 14, 1975), this body of research emphasized a global reference to all the seven purposes and #2 purpose, "Providing opportunities for counseling, guidance and career development for all children," which is also rather global in meaning. Table VII shows this pattern.

TABLE VII

RELATIVE EMPHASIS ON THE SEVEN ASPECTS
OF THE FEDERAL DEFINITION OF CAREER EDUCATION
(Fed. Reg., Vol. 40, No. 51, p. 11929, March 14, 1975)
IN 49 DISSERTATIONS AUTHORED BY EPDA DOCTORAL FELLOWS
1972-1975

PURPOSE OF CAREER EDUCATION	MAJOR EMPHASIS	MINOR EMPHASIS
1. Increase the relationship between schools and society as a whole;	0	2
2. Provide opportunities for counseling, guidance and career development for all children;	14	4
3. Relate the subject matter of the curricula of schools to the needs of persons to function fully in society;	6	5
4. Extend the concept of the education process beyond the school into the area of employment and community;	0	3
5. Foster flexibility in attitudes, skills, and knowledge in order to enable persons to cope with accelerating change and obsolescence;	6	1
6. Make education more relevant to employment and functioning in society; and	10	4
7. Eliminate any distinction between education for vocational purposes and general or academic education.	3	1
8. All of above purposes.	16	0

When using the ten basic assumptions of career education by the U. S. Office of Education in 1975, freedom of choice in career decisions is the theme most emphasized in this body of research. Table VIII shows this configuration.

Adequately Based Career Decisions as Most Emphasized Learner Outcome

Being equipped with career decisions based on the widest possible set of data concerning themselves and their educational-vocational opportunities is the learner outcome most emphasized by this body of research. As shown in Table IX, most of these dissertations emphasize at least one of these learner outcomes. The specific learner outcome next most emphasized is being equipped with career decision-making skills, job-hunting skills, and job-getting skills.

Teacher and Counselor Tasks Emphasized in Implementing Career Education

Using as a checklist the twenty-seven implementation tasks listed by the U. S. Office of Education in 1975, this body of research emphasizes teacher and counselor tasks. Table X provides an analysis of emphasis in terms of specific tasks and specific dissertations.

It should be noted that tasks are sometimes similar in two or three places on this listing. There is a global character to A. 1, A. 2, D. 4, and F. 5 which requires a "back" connection between a total process, a total instructional effort and an integrated curriculum.

TABLE VIII

RELATIVE EMPHASIS IN 49 EPDA DISSERTATIONS ON TEN BASIC ASSUMPTIONS OF CAREER EDUCATION, ANNOUNCED BY THE U. S. OFFICE OF EDUCATION IN 1975[1]

ASSUMPTIONS	DISSERTATION IN WHICH EMPHASIZED (SEE APPENDIX)
1. Career education spans almost the entire life cycle	#8, #12, #40
2. The concept of productivity is central to career education	
3. Career education is concerned with work as paid employment, as students learning, as volunteer workers, as full-time homemaking, and as leisure activity.	#14, #19, #30, #46
4. A variety of work values are relevant to career education	#19, #28, #30
5. One's career and one's education are best viewed in a developmental sense	#11, #44
6. Career education is for all persons	
7. The societal objectives of career education are to help all individuals to (a) want to work; (b) acquire necessary work skills, and (c) engage in individually satisfying and socially beneficial work	#22
8. The individualistic goals of career education are to make work (a) possible; (b) meaningful; and (c) individually satisfying throughout life	#22
9. The individual's freedom to choose and to make career decisions are central to career education	#6, #7, #17, #23, #29
10. Key expertise for career education exists not only among educators but also those in many parts of society	
11. All above assumptions considered	#3, #25

[1]An Introduction to Career Education: A Policy Paper of the U. S. Office of Education. Washington, D. C., U. S. Department of Health, Education and Welfare, 1975. (Publication No. (OE) 75-00504 pp. 4,5.)

TABLE IX

RELATIVE EMPHASES IN 49 EPDA DISSERTATIONS ON NINE SPECIFIC LEARNER OUTCOMES SET FOR CAREER EDUCATION BY THE U. S. OFFICE OF EDUCATION[1]

LEARNER OUTCOMES BY TIME OF LEAVING FORMAL SCHOOLING	DISSERTATION IN WHICH EMPHASIZED
1. Competent in the basic academic skills required for adaptability in our rapidly changing society	None
2. Equipped with good work habits	None
3. Capable of choosing and who have chosen a personally meaningful set of work values that foster in them a desire to work	#10, #19, #22, #28
4. Equipped with career decision-making skills, job-hunting skills, and job-getting skills	#5, #6, #7, #23, #26, #36
5. Equipped with vocational personal skills at a level that will allow them to gain entry into and attain a degree of success in the occupational society	#11, #44
6. Equipped with career decisions based on the widest possible set of data concerning themselves, and their educational-vocational opportunities	#9, #12, #13, #16 #17, #29, #35, #44
7. Aware of means available to them for continuing and recurrent education once they have left the formal system of schooling	#12
8. Successful in being placed in a paid occupation, in further education, or in a vocation consistent with their current career education	#2, #20, #24
9. Successful in incorporating work values into their total personal value structure in such a way that they are able to choose what, for them, is a desirable lifestyle	#14
10. All above outcomes considered	#8, #26, #31, #34, #40, #41

[1] An Introduction to Career Education: A Policy Paper of the U. S. Office of Education. Ibid., p. 11.

TABLE X

RELATIVE EMPHASES IN 49 EPDA DISSERTATIONS ON TWENTY-SEVEN TASKS FOR INITIAL IMPLEMENTATION OF CAREER EDUCATION ANNOUNCED BY THE U. S. OFFICE OF EDUCATION IN 1975[1]

TASKS	DISSERTATION IN WHICH EMPHASIZED
A. TASKS FOR ALL TEACHERS	
1. Devise and/or locate methods and materials	#4, #6, #7, #8, #13, #16, #26, #27, #32, #35
2. Use career-oriented methods and materials	#4, #6, #7, #8, #13, #16, #27, #32, #35
3. Help pupils with good work habits	#26
4. Help pupils with sets of work values	#14, #19, #22, #23, #26 #28, #29
5. Integrate programmatic assumptions of career education	#8, #18, #26, #31, #34
B. TASKS FOR SOME TEACHERS	
1. Provide students with entry-level vocational competence	#20, #42
2. Help students with skills for seeking and getting jobs	None
3. Participate in the job placement process	None
4. Help students with decision-making skills	#5, #6, #7
C. TASKS FOR BUSINESS--LABOR--INDUSTRY--COMMUNITY	
1. Provide a variety of work-related opportunities for students and educators	#4
2. Serve as career development resource persons	#4
3. Participate in a variety of job placement programs	None
4. Participate in programs for reducing worker alienation	None
5. Participate in formulating career education policy	None

TABLE X, continued

Tasks	Dissertation in Which Emphasized
D. TASKS FOR GUIDANCE AND COUNSELING PERSONNEL	
1. Help classroom teachers implement career education	#9, #43
2. Serve with others as liaison with business--labor--industry	#9 #43
3. Serve with others in helping implement career education at home	#25, #43
4. Help students in the total career development process	#6, #7, #9, #12, #16, #17, #36, #43
5. Participate in job placement and follow-up	#9 #20, #43
E. TASKS FOR THE HOME	
1. Help pupils with good work habits	None
2. Help pupils with positive work values and attitudes	#19, #22, #23, #28
3. Maximize career development for all in the family	#10, #25, #29
F. TASKS FOR SCHOOL ADMINISTRATORS AND SCHOOL BOARDS	
1. Emphasize career education as a priority goal	#3, #45
2. Lead and direct the career education program	#4, #45
3. Involve the community in making career education policies	None
4. Provide the time, materials and finances for implementing the career education program	#4, #45
5. Initiate curriculum revision to integrate academic, general and vocational education into flexible options for all students	#2, #4, #5, #9, #12, #20, #24, #27, #31, #45

[1] An Introduction to Career Education: A Policy Paper of the U. S. Office of Education, Washington, D. C., U. S. Department of Health, Education and Welfare, 1975. (Publication No. (OE) 75-00504) pp. 8-10

Tests and Questionnaires Dominate Procedures

The various methods of research used in these dissertations are shown in Table XI. Test scores and questionnaires are clearly the dominant procedures for this body of research.

TABLE XI

METHOD OF RESEARCH USED IN 49 CAREER EDUCATION DISSERTATIONS AUTHORED BY EPDA DOCTORAL FELLOWS, 1972-1975*

METHOD	MAJOR USE	MINOR USE
Test Scores	26	1
Questionnaire	20	3
Interview	3	1
Panel Results	3	1
Observation	2	0
Other Methods	3	0

*(Note: Sometimes more than one method is utilized in a dissertation.)

CHAPTER III

THE SIGNIFICANCE OF THIS RESEARCH

This chapter will answer the following questions:

- What generalizations can be made concerning the significance of this body of research?
- What clarification or refinement of the current conceptions of career education are possible because of this body of research?
- What evidence is presented concerning the acceptableness of the concept of career education in various educational settings and in various geographical settings?
- What do the evaluations of career education in this research prove?

The Focus of This Research: Teachers and Students

Career education is not treated as an innovation among other innovations or as a development dictated by cost-benefit considerations.

The general thrust and focus of this research is the benefit it can bring to the career development of students and to the functioning of professional educators involved in that development. Table XII shows this pattern of significance. The perceptions of the researchers and this reviewer do not differ to any marked degree.

TABLE XII

THE SIGNIFICANCE OF THE RESEARCH COVERING CAREER EDUCATION IN 49 DISSERTATIONS AUTHORED BY EPDA DOCTORAL FELLOWS, 1972-1975

BROAD THEMES	VIEWPOINT OF RESEARCHER		VIEWPOINT OF REVIEWER	
	MAJOR EMPHASIS	MINOR EMPHASIS	MAJOR EMPHASIS	MINOR EMPHASIS
Benefiting professional educators in their tasks	26	1	27	1
Benefiting the career development of students	24	0	27	2
Treatment of the basic theory of career education	4	0	0	1
New area of research	3	0	0	1
Practicality of research	1	0	3	11
Cost-benefit analysis	1	0	1	0

Clarifying and Refining Career Education Concepts

The problem of the definition of career education is not discussed anywhere in this body of research. The official suggestions or standardized conceptualizations from the U. S. Office of Education concerning career education have been widely used as normative. No reference or use is made of the priorities for career education announced by the National Institute of Education.

Repeatedly, when surveys of attitudes toward career education are made in this body of research, state and U. S. Office of Education

conceptualizations are used intelligently as a matter of course, although without critical discussion.

These researchers are well informed as to the basic concepts of career education. Kerr (#26) concluded that his control group of teachers had the misconception that career education was only for a knowledge of jobs.

The theory of career or vocational maturity benefitted from this body of research. Crosby (#11) discovered that greater vocational maturity of selected 11th graders in Kentucky was related to higher mental maturity, higher verbal aptitude and success in trade and industrial education. English (#13) showed that some aspects of the vocational maturity of 150 Hartford, Connecticut, high school students were improved through either the Connecticut View System and Time Share Corporation's Guidance Information System. Graves (#16) showed that increased career knowledge cannot be equated with increased vocational maturity.

Alienation has not been much discussed anywhere--within or outside of this body of research--in connection with career development. However, Crawford (#10) related levels of alienation to career objectives and educational plans in nine Kentucky high schools. He showed that (1) students with career objectives had significantly higher self-acceptance and lower alienation levels than those without them; (2) vocational education students were less alienated from their families and schools than non-vocational students, but vocational students reflected the high alienation levels linked with low socio-economic status.

Some "career education talk" is perhaps excessive at the point of emphasizing something approaching absolute freedom of choice of career goals and educational programs. Realism is brought to this tendency by two studies related to occupational aspirations. M. Harris (#23) reported that attitudes toward various occupations in over one thousand Georgia students in grades three through twelve were correlated closely with socio-economic status. Powers (#36) reported that the occupational aspirations and expectations of Kentucky ninth-graders were higher when students had high self-esteem, lived in smaller communities, were active in school affairs, and had family characteristics supportabe of such aspiration.

Another study underlines the reality that not everyone will do well in technical education. Ingram (#24) discovered that successful technical students have definite and unique non-intellectual characteristics as compared with the group norm's characteristics.

Career Education is Widely Accepted and Supported

One study demonstrated patterns of parent acceptance of career education. Jarmer (#25) found that responding parents of children in a school district in Topeka, Kansas, were generally positively oriented to the concept of career education; he also found that female parents, parents with higher educational levels, and younger parents were more positive in their understanding than male parents, parents with lower educational levels and older parents.

Elementary teachers are often open to career education. Rask (#37)

found that 176 elementary teachers were more favorably impressed with career education as correlated with years of teaching experience, number of siblings, recency of part-time work experience outside education, and closeness of the location of in-service preparation activities. Reyes (#38) discovered that career education is supported more by teachers when they are from lower elementary grades, when they know much about career education, and when they are women.

Secondary school educators are favorably inclined to career education when well informed. Ohanneson (#34) discovered that among 900 California high school teachers, attitudes were most favorable toward career education when teachers were informed about career education, when teachers had non-teaching work experience, and when teachers were in vocational education or industrial arts. Ricciuti (#39) reported on the knowledge and attitude toward career education held by 240 Massachusetts high school teachers; a knowledge of career education was greater among academic teachers than vocational teachers; and the attitude toward career education was more positive among vocational teachers. Santoro (#41) reported that support for career education would be found mainly among vocational teachers, and teachers who were well informed.

Administrators are responsive under certain conditions. Barth (#3) found that 600 elementary and secondary Illinois school principals and superintendents, regardless of school size or grades involved, reported generally favorable attitudes toward career education. Administrators from smaller schools and districts differed from those from larger systems

in who should participate in career education and which teachers should be involved. Leddy (#28) showed that Guam business managers and public school teachers agreed in their overall attitude toward the work concepts of career education and shared a strong desire to see the work concept implemented in the school system.

Implementation studies favor "infusion" and careful planning. Mecagni (#31) found that academic teachers in Colorado junior high schools believed their subjects can help achieve the eight goals of career education and favored infusion as a curriculum adjustment rather than a separate unit or separate class approach. Burris (#5) found that counselors in selected Colorado union high schools preferred a "moderate infusion" of career education goals into courses, but that counselors saw all the goals of career education as more achievable than did the administrators. With all of Burris' educators, goals concerning self-awareness and career awareness seemed more achievable than the other goals suggested. Bregman (#4) reported that similar patterns of implementation of career education in both rural and urban California schools; two clusters of changes in administration occurred: (1) beginning the innovation; (2) maintaining the innovation. Bregman reported the need for full-time staff for career education and eight operational provisions, such as program evaluation and curriculum improvement.

Evaluations Steer Implementation

A survey of the dissertations revealed that there were twenty-two which evaluated the effectiveness of career education programs. Of these,

nineteen were summative and three were formative.

A major target for evaluation was student attitudes and career progress. Baker (#2) found that early career patterns (the first four years of employment) of selected Oklahoma high school graduates were largely similar, despite the vocational or technical training received. Those with vocational training tended to have more full-time employment, meet their military obligations sooner and enroll in trade or technical school more readily than those without vocational training. Grim (#20) demonstrated that 65 educable mentally retarded senior high students in Springfield, Missouri, in general, vocational or work study programs do not differ in immediate job adjustment on the basis of their programs; also, graduation or dropping out is not correlated with I.Q. Looney (#29) showed that it was intelligence level and not a specific work orientation curriculum in an Arkansas high school which most affected female students in their informed attitudes about women in the world of work. McCay (#30) showed that workers with intrinsic work orientation have higher job satisfaction and productivity than those with more optimistic orientations; and also that senior vocational educational students showed a less degree of positive work orientation than did workers. Schoenike (#42) found that Wisconsin vocational students and employed vocational graduates view job training as important, but the specific occupational skills as more valuable than work orientation.

A significant effort was made to evaluate the benefits of short term or "intervention" career programs. Carlson (#7) found that an

intervention process using achievement motivation simulations can affect vocational decision making for Washington, D. C. inner-city high school students. However, Charles (#8) concluded that short-term projects in Colorado career development programs for eighth graders produced minimal noticeable results since career development is a life-long process; recommended long-term research in career education to determine the effect of its programs. Poulin (#35) discovered that in a 15 year career orientation program for Maine ninth graders, vocational interests and plans were not strengthened; the study was judged inconclusive. Rinas (#40) concluded that the results of a one year program of career exploration for ninth grade boys were inconclusive in either defending or rejecting short-term career education.

The results of in-service teacher training were studied. Kerr (#26) found that a significant increase in the career maturity of students in sixth, seventh, and eighth grade classes in four Kansas school districts occurred because those teachers experienced in-service classes which included presentations of the rationale and implementation procedures for career education. O'Bannon (#33) found that elementary teachers involved in a constructional activity oriented in-service career education program develop a greater level of career knowledge and a more positive attitude toward career education. However, Vallejo (#49) reported that there was no positive relationship between fourth, fifth and sixth grade career education teachers in-service preparation and the career awareness of upper elementary pupils in any of the three grades studied.

One study of pre-service teacher training for career education was included. Garber (#15) discovered that two modes of instruction of elementary teacher education majors in career education were equally effective: group instruction and individual instruction.

Successful career education teachers have special characteristics. Mendelson (#32) reported that the teachers who made more of an impact on student career choice and achievement frequently adopted innovative methods including job simulation and their own work experiences. Gustafson (#21) concluded that vocational schools have unique social climates, and that related vocational and vocational skills teachers were more considerate and more open than academic teachers.

Competencies for career education counselors were studied in two dissertations. Clark (#9) identified key counselor competencies for career education by committees of educators and business industry persons; key competencies were: (1) showing career and education information; (2) planning and implementing career-related programs. Schreiner (#43) found that 194 vocational counselors and regular counselors were in general agreement on the role of the vocational counselor.

Two studies were found concerning the career education of the disadvantaged. Cantor (#6) reported that critiqued videotape feedback used with simulation games are highly effective in the career education of Washington, D. C., inner-city high school students. Harris (#22) reported that despite numerous social and economic handicaps, rural, low income adults in Vermont remain committed to work as a means of gaining

many extrinsic and intrinsic satisfactions.

An integrated curriculum for career education was the target of one dissertation. LaMay (#27) concluded that combining linear measurement and carpentry was no more effective in teaching arithmetic and career information than in teaching them separately for fourth graders in Omaha, Nebraska; however, girls retained carpentry information better when it was integrated with linear measurement.

Instruments to measure the effectiveness of career education are a basic need. Greene (#18) showed that California secondary school classes taught in special career education programs effectively increased the maturity of students' career attitudes equally in all six grades and for both sexes alike; until standardized testing devices become available, he recommended that school districts design their own instruments to measure career education concepts.

School size is not a major difficulty in terms of career education materials, according to one study. Barth (#3) reported that career education program description materials are useful without regard for school size.

Costs related to career education was a topic barely touched by this body of research. Ahern (#1) found that the cost of selected career information for sixth graders exploring career information in rural Tennessee schools is less expensive to initiate in paper form than microfilm but more expensive to replace and maintain. The sixth graders recalled career information better from microform than from paper presentations.

By far the most unique study was that of Tucker (#48) in which he recorded in various ways the socio-political pattern of Congress in passing career education legislation. By necessity this was a descriptive rather than an evaluative study. It has a futuristic quality which is appropriate to end this chapter on the significance of this body of research.

CHAPTER IV

RECOMMENDATIONS FOR FURTHER STUDY

Much of the nation's leadership for career education and vocational education in the future will come from the select group of young educators who were chosen as EPDA Section 552 fellows. Their influence is already being felt with several graduates of the program in key state government, higher education, local education administration, and research positions. The research they have done to meet a degree requirement should not be taken lightly! Hopefully it will not be their last such effort but will be a stimulus for many further investigations in the future.

The major emphasis of the 49 doctoral dissertations reviewed in this study was in the affective domain. Greatest concern was expressed for a total career development approach from career awareness through career progression. Least emphasis was placed on career choice. The themes of educational relevancy, opportunity, and freedom of choice were explored extensively.

Some very important aspects of the career education concept have not been researched by EPDA doctoral fellows. Based on the findings of this study it is recommended that research be encouraged in the following areas:

- The conceptualization of career education.

- Philosophical bases of career education.
- In depth critical analysis of the career education concept and the underlying rationale.
- Historical trends in American society and the evolving divergent societal forces leading to the broad based acceptance of career education.
- Relationship of work and life style.
- Career choice - the process and the role of career education.
- Extension of the educational process beyond the school into the community and the workplace.
- Increased relationship between school and society in general.
- The concept of productivity and possible effects of career education.
- Utilization of expertise in career education other than educators.
- Contribution of career education to basic academic competency.
- Career education in lifelong learning-recurrent education.
- Contribution of career education to individual and societal objectives of work.
- Development of positive work habits and attitudes.
- Infusion of career education into all education at all levels.
- Development and testing of career planning techniques.

APPENDIX A

ABSTRACTS OF FORTY-NINE EPDA DOCTORAL DISSERTATIONS FORMING THIS BODY OF RESEARCH ON CAREER EDUCATION

ABSTRACT # 1

Title: A Comparison of Microform and Hardcopy as a Means of Teaching Career Information in the Business and Office Occupations Cluster to Sixth Grade Students
Researcher: Ahern, Michael Joseph III, Ed.D.
Sponsoring Institution: University of Tennessee
Date of Approval: 1974
Chairman of Dissertation Committee: Dr. Garry R. Bice
Availability:
75-3567 Xerox University Microfilms, Ann Arbor, Michigan
not listed ERIC
Other means of availability: Abstract in XUM Vol. 35, No. 8, p. 5224A

Analysis of Dissertation

(*) Major Emphasis (X) Minor Emphasis

Emphasis in relation to Federal Definition of Career Education:
( ) 1. Increase the relationship between schools and society as a whole;
(*) 2. Provide opportunities for counseling, guidance and career development for all children;
( ) 3. Relate the subject matter of the curricula of schools to the needs of persons to function fully in society;
( ) 4. Extend the concept of the education process beyond the school into the area of employment and the community;
( ) 5. Foster flexibility in attitudes, skills, and knowledge in order to enable persons to cope with accelerating change and obsolescence;
( ) 6. Make education more relevant to employment and functioning in society; and
( ) 7. Eliminate any distinction between education for vocational purposes and general or academic education.

( ) All of above.

Emphasis on a specific stage of career development:
( ) Career awareness
(*) Career exploration
( ) Career planning
( ) Career progression
( ) Career choice

Methodology of research:
( ) Questionnaire
(*) Test scores
( ) Interviews
( ) Panel results
( ) Observation
( ) Other:

Type of study related to implementation:
( ) Goals or description of outcomes for Career Education
( ) Current status of Career Education
- school
- district
- county
- state
- nation
(*) Evaluation of effectiveness of Career Education Programs:
- summative evaluation
* formative evaluation
- data collection techniques
- evaluation system

Domain Emphasized:
(*) cognitive ( ) skills
( ) affective ( ) combination:

Judgments on significance of research:

Researcher	Reviewer	
( )	( )	New area of research
( )	( )	Practicality of research
( )	( )	Basic theory treated
(*)	(*)	Cost oriented
(*)	(*)	Student benefit oriented
( )	( )	Professional education oriented

40

On the following pages will be found a presentation of: (1) the problem; (2) methods and procedures; and (3) summary of findings.

Ahern, M.J., "A Comparison of Microform and Hardcopy as a Means of Teaching Career Information in the Business and Office Occupations Cluster to Sixth Grade Students." Doctoral dissertation, University of Tennessee, 1974.

1. The Problem

The purpose of this study was to compare the effectiveness and costs of the microform medium and the hardcopy medium in the presentation of selected career information to sixth grade students in rural schools in Tennessee. The primary objective was to determine whether randomly selected classes of sixth grade students from rural schools recall career information on business and office occupations as well from microform as they do from printed hardcopy. The secondary objective was to determine the relative direct costs of implementing an Elementary INFOE (Information Needed For Occupational Exploration) system in rural schools via the media of microform and hardcopy.

2. Methods and Procedures

The experimental design was the posttest-only control group design with two experimental groups and one control group. Thirty-three intact sixth grade classes were randomly selected and assigned to the experimental treatments of microform presentation (N=11), hardcopy presentation (N=11), and the control group of no presentation (N=11). In all, 1,104 sixth grade students participated in the study.

The researcher developed a multiple-item response type test covering the content of Elementary INFOE career information material in the business and office cluster, which was used to test recall of career information. The test instrument was pilot tested in order to obtain reliability estimates of the instrument.

All answer sheets were scored by a mark sense reader. Test data were then subjected to the Statistical Analysis System (SAS) computer program which included a randomized block analysis of variance (ANOVA) with a least square regression procedure.

3. Summary of Findings

Tests of the research hypotheses indicated that there was a significant difference beyond the .01 level in the amount of career information recalled by rural sixth grade students

Summary of Findings (cont.)

receiving career information presentations via the various instructional processes. There was a significant difference beyond the .01 level on the amount of career information students recalled comparing microform presentation and no presentation, in favor of the hardcopy presentation. There was a significant difference beyond the .01 level on the amount of information students recalled comparing microform presentation and hardcopy presentation, in favor of the microform presentation.

It was found that the cost of initiating a complete Elementary INFOE system of career information via the medium of hardcopy was less expensive than the medium of microform. However, the cost of replacement and maintenance of career information software was less for the medium of microform.

ABSTRACT # 2

Title: The Association between Varying Degrees of Vocational Trade and Industrial and/or Technical Education and the Subsequent Early Career Patterns of High School Graduates
Researcher: Baker, Timothy, Ed.D.
Sponsoring Institution: Oklahoma State University
Date of Approval: 1972
Chairman of Dissertation Committee: not stated
Availability:
73-15050 Xerox University Microfilms, Ann Arbor, Michigan
not listed ERIC
Other means of availability: Abstract provided by Oklahoma State University; XUM abstract Vol. 33, No. 12A, p. 6797

Analysis of Dissertation

(*) Major Emphasis (X) Minor Emphasis

Emphasis in relation to Federal Definition of Career Education:
( ) 1. Increase the relationship between schools and society as a whole;
( ) 2. Provide opportunities for counseling, guidance and career development for all children;
(*) 3. Relate the subject matter of the curricula of schools to the needs of persons to function fully in society;
( ) 4. Extend the concept of the education process beyond the school into the area of employment and the community;
( ) 5. Foster flexibility in attitudes, skills, and knowledge in order to enable persons to cope with accelerating change and obsolescence;
(*) 6. Make education more relevant to employment and functioning in society; and
( ) 7. Eliminate any distinction between education for vocational purposes and general or academic education.

( ) All of above.

Emphasis on a specific stage of career development:
( ) Career awareness
( ) Career exploration
( ) Career planning
(*) Career progression
( ) Career choice

Methodology of research:
(*) Questionnaire
( ) Test scores
( ) Interviews
( ) Panel results
( ) Observation
( ) Other:

Type of study related to implementation:
(*) Goals or description of outcomes for Career Education
( ) Current status of Career Education
- school
- district
- county
- state
- nation
(X) Evaluation of effectiveness of Career Education Programs:
X summative evaluation
- formative evaluation
- data collection techniques
- evaluation system

Domain Emphasized:
( ) cognitive ( ) skills
( ) affective (*) combination:

career patterns

Judgments on significance of research:

Researcher	Reviewer	
( )	( )	New area of research
( )	( )	Practicality of research
( )	( )	Basic theory treated
( )	( )	Cost oriented
(*)	(*)	Student benefit oriented
( )	( )	Professional education oriented

On the following pages will be found a presentation of: (1) the problem; (2) methods and procedures; and (3) summary of findings.

Baker, T., "The Association between Varying Degrees of Vocational Trade and Industrial and/or Technical Education and the Subsequent Early Career Pattern of High School Graduates." Doctoral dissertation, Oklahoma State University, 1972.

1. The Problem

The study was primarily concerned with identification and examination of selected aspects of early career patterns of selected 1967 Oklahoma public high school graduates.

2. Methods and Procedures

The subjects were surveyed twice in an effort to determine possible associations between varying degrees of vocational trade and industrial and/or technical education completed to subsequent early career patterns developed over a four-year period. Three groups of subjects were drawn from the total population determined by the numer of semesters of trade and industrial and/or technical education each had received while in high school. The groups were those who had: 1) completed four or more semesters, 2) completed one to three semesters, 3) had no vocational education of any kind while in high school. Subjects comprising the three groups were subsequently surveyed twice in post-graduation follow-up efforts to determine: 1) employment status, 2) acceptance of first jobs offered, 3) hourly rate of pay, 4) military service status, 5) advanced training or schooling status, 6) extent of advanced training, and 7) number of college credit hours earned. Chi-square statistical analyses were applied to data gathered four months following graduation and to data secured from the same subjects four years following graduation. Fourteen null hypotheses were tested and accepted or rejected at the .05 level of confidence.

3. Summary of Findings

Five findings emerge from the study: 1) There was significant difference among the groups surveyed in the category of employment status four months following graduation when the responses were full-time, part-time, and not employed. 2) There was a significant difference among the groups in employment status four months following graduation when the responses were employed and not employed. 3) There was a significant difference four months following graduation among the groups in the category of advanced training or schooling. 4) There were no significant differences among the groups, either four months or four years following graduation, in the categories of: a) military service status, b) acceptance of first job offered, c) wage per hour secured, d) extent of advanced training. 5) There were no significant differences among the groups at the four-year level in either a) employment status, b) advanced training or schooling, or c) number of college credit hours received.

Summary of Findings (cont.)

Additional implications were: 1) More vocational training may tend to provide for more full-time employment, 2) subjects who had vocational training tend to meet their military obligations sooner than non-vocational subjects, 3) non-vocational subjects enrolled in college more often than vocational subjects, and 4) vocational subjects enrolled in trade or technical schools for advanced training more often than did non-vocational.

Association between varying degrees of trade and industrial and/or technical education completed and subsequent career patterns was found only at the end of the four month time period and then only in employment status and advanced training or schooling status. No significant association was noted in any other specific aspect of the career pattern at the end of the four month period and no significant association was noted in any of the career patterns at the end of the four year period.

ABSTRACT # 3

Title: Attitudes of Illinois Public School Administrators toward Selecting Issues in Career Education
Researcher: Barth, Marvin Edward
Sponsoring Institution: University of Illinois, Urbana - Champaign
Date of Approval: 1974
Chairman of Dissertation Committee: not stated
Availability:
75-261 Xerox University Microfilms, Ann Arbor, Michigan
not listed ERIC
Other means of availability: XUM Abstracts 35/07, p. 4320A

Analysis of Dissertation

(*) Major Emphasis (X) Minor Emphasis

Emphasis in relation to Federal Definition of Career Education:
( ) 1. Increase the relationship between schools and society as a whole;
( ) 2. Provide opportunities for counseling, guidance and career development for all children;
( ) 3. Relate the subject matter of the curricula of schools to the needs of persons to function fully in society;
( ) 4. Extend the concept of the education process beyond the school into the area of employment and the community;
( ) 5. Foster flexibility in attitudes, skills, and knowledge in order to enable persons to cope with accelerating change and obsolescence;
( ) 6. Make education more relevant to employment and functioning in society; and
( ) 7. Eliminate any distinction between education for vocational purposes and general or academic education.

(*) All of above.

Emphasis on a specific stage of career development:
(*) Career awareness
(*) Career exploration
(*) Career planning
(*) Career progression
(*) Career choice

Methodology of research:
(*) Questionnaire
( ) Test scores
( ) Interviews
( ) Panel results
( ) Observation
( ) Other:

Type of study related to implementation:
(*) Goals or description of outcomes for Career Education
( ) Current status of Career Education
- school
- district
- county
- state
- nation
( ) Evaluation of effectiveness of Career Education Programs:
- summative evaluation
- formative evaluation
- data collection techniques
- evaluation system

Domain Emphasized:
( ) cognitive ( ) skills
(*) affective ( ) combination:

Judgments on significance of research:

Researcher	Reviewer	
( )	( )	New area of research
( )	(X)	Practicality of research
( )	( )	Basic theory treated
( )	( )	Cost oriented
( )	( )	Student benefit oriented
(*)	(*)	Professional education oriented

On the following pages will be found a presentation of: (1) the problem; (2) methods and procedures; and (3) summary of findings.

Barth, M.E., "Attitudes of Illinois Public School Administrators toward Selected Issues in Career Education." Doctoral disseration, University of Illinois, Urbana, Champaign, 1974.

1. The Problem

The purpose of this study was to compare attitudes held by principals of public schools and superintendents of public school districts in Illinois toward the following issues in career education. 1. How important is work in today's society? 2. What is the desired sequence of activities in career education? 3. What are the primary goals of career education? 4. Which students should participate in career education? 5. How should local career education programs be funded? 6. Who should control local career education programs? 7. Which teachers should teach career education? 8. What is the relationship between career education and other aspects of education?

2. Methods and Procedures

To ascertain the attitudes of the groups of administrators, a Likert-type attitude scale was developed to reflect opinions that were believed to exist relative to the selected issues in career education. A total of forty statements were included in the final scale. The initial instrument was pilot tested to establish the validity of the instrument. Reliability was established by the split-half technique.

The sample contained 600 randomly selected elementary school principals, junior high school principals, senior high school principals, and superintendents from large, medium, and small public school systems in Illinois. Completed instruments were received from 495 administrators, or 82.5 percent of the sample size.

A three-way analysis of variance was computed to test each null hypothesis in the study. For cases in which the F-ratio was statistically significant at the .05 level, the Scheffe test of multiple comparisons was computed to determine the nature of the significance.

The eight issues in career education were studied in terms of the following independent variables: level of administration, school size, and expressed level of familiarity with career education.

3. Summary of Findings

The following findings and conclusions deal with the relationships of the independent variables to the specified issues in career education.

Summary of Findings (cont.)

Based on the mean scores of the groups of administrators, it was found that attitudes of administrators were generally favorable toward the issues in career education. The group of administrators who expressed a higher-than-average level of familiarity with career education had consistently higher mean scores toward each of the issues, than did the group of administrators who expressed a less-than-average level of familiarity with career education. Since the Likert statements on the attitude survey were based on the literature of career education, it appears that the promoters and authors of career education are having a positive influence on those administrators who receive this information.

The data analysis indicated that the level of administration has little, if any, influence on attitudes of school administrators toward most of the issues that were investigated in this study. Administrators at all levels were found to have similar and favorable attitudes toward the components of career education. Since career education is for all grade levels, it should be easier to implement a comprehensive program when the local-district administrators have similar attitudes toward the issues and support the concepts.

A significant difference was found between large, medium, and samll schools or districts, and attitudes of school administrators toward the following issues: the students who should participate in career education; and the teachers who should teach career education. For both of these issues, the administrators from large school systems had higher mean scores, than did the administrators from small school systems.

Six of the eight issues (number 1,2,3,5,6 and 8) had no significant differences based on school size. Most of the literature on planning and implementing career education programs does not relate to a school on the basis of size. Consequentiy, this finding supports the conclusion that career education materials are useful, regardless of school size.

ABSTRACT # 4

Title: Study of the Impact of Career Education Projects on the Administrative and Operational Functions of School Systems

Researcher: Bregman, Ralph, Ed.D.

Sponsoring Institution: University of California, Los Angeles

Date of Approval: 1974

Chairman of Dissertation Committee: Dr. Samuel J. Wanous

Availability:

74-20,265 Xerox University Microfilms, Ann Arbor, Michigan

Not Listed ERIC

Other means of availability: XUM Abstract 35/03, p. 1561A

Analysis of Dissertation

(*) Major Emphasis (X) Minor Emphasis

Emphasis in relation to Federal Definition of Career Education:

( ) 1. Increase the relationship between schools and society as a whole;
( ) 2. Provide opportunities for counseling, guidance and career development for all children;
( ) 3. Relate the subject matter of the curricula of schools to the needs of persons to function fully in society;
( ) 4. Extend the concept of the education process beyond the school into the area of employment and the community;
( ) 5. Foster flexibility in attitudes, skills, and knowledge in order to enable persons to cope with accelerating change and obsolescence;
( ) 6. Make education more relevant to employment and functioning in society; and
( ) 7. Eliminate any distinction between education for vocational purposes and general or academic education.

(*) All of above.

Emphasis on a specific stage of career development:

(*) Career awareness
(*) Career exploration
(*) Career planning
(*) Career progression
(*) Career choice

Methodology of research:

( ) Questionnaire
( ) Test scores
(*) Interviews
( ) Panel results
(*) Observation
( ) Other:

Type of study related to implementation:

(X) Goals or description of outcomes for Career Education
( ) Current status of Career Education
- school
- district
- county
- state
- nation
(*) Evaluation of effectiveness of Career Education Programs:
- summative evaluation
* formative evaluation
- data collection techniques
- evaluation system

Domain Emphasized: (doesn't apply)

( ) cognitive ( ) skills
( ) affective ( ) combination:

Judgments on significance of research:

Researcher	Reviewer	
( )	( )	New area of research
(*)	(*)	Practicality of research
( )	( )	Basic theory treated
( )	( )	Cost oriented
( )	( )	Student benefit oriented
(*)	(*)	Professional education oriented

On the following pages will be found a presentation of: (1) the problem; (2) methods and procedures; and (3) summary of findings.

Bregman, R., "Study of the Impact of Career Education Projects on the Administrative and Operational Functions of School Systems." Doctoral Dissertation, University of California, Los Angeles, 1974.

1. The Problem

Career education as advocated by the US Office of Education in 1971 was favorably received by the educational community. Essentially career education emphasizes the ethic of work and the ultimate development of work skills and attitudes through an interrelated academic and vocational program of instruction. Educators began to search for materials that could help in implementing local career education curriculum. Unfortunately there was a sparse amount of materials available. The literature that was available did not adequately discuss the fundamental administrative and operational changes that attend the implementation of career education.

The purpose of this study was undergirded by the concern that educators required explicit information on possible modifications to the school system in order to make informed decisions regarding the planning of (a) the efficient implementation of career education and (b) the allocation of resources (people, time, money).

2. Methods and Procedures

The time-series quasi-experimental design provided a way of identifying the causes of effective modifications within the natural social setting (school systems) where there was no control over the scheduling of experimental stimuli (implementation of career education). Further, dimensional sampling was used to select four school districts for study. Finally, case study was used to neutralize any residual sources of invalidity while providing a means to explore and obtain data on new/emerging organizational and operational relationships.

3. Summary of Findings

Rural and urban schools generally experienced the same pattern of implementation.

There were some changes in the administrative structure or procedures to accommodate the staff of the exemplary project within the school system. There was no reorganization of the administrative structure in any of the school districts.

A communications system in all districts was established for reporting to parents, students, and faculty.

Fundamental changes in operational arrangements within school districts were brought about by the implementation of career education.

Summary of Findings (cont.)

Two perceptively disassociated groups of changes were disclosed. One group of change symbolized the intended innovation. The second cluster represented those consequential changes that were made in order to maintain the career education thrust.

Based on the findings, the researcher was able to make recommendations. The primary recommendation exhorts educators to allocate resources to one administrative and eight operational arrangements which appear to be directly related to effective implementation via the exemplary program format.

In terms of the management of a career education project, administrators must make provision for the employment of a full-time staff.

The eight operational arrangements for which planning should occur and to which resources should be allocated are as follows: (a) program evaluation and curriculum improvement; (b) school library services, audiovisual services, and guidance services; (c) supervisory services and inservice training activities; (d) technique of subject matter installation; (e) vocational and general education outcomes for pupils; (f) community resources; (g) project facilities; and (h) medium(s) of instruction.

ABSTRACT # 5

Title: The Perceptions of Administrators and Counselors toward Career Education in the Junior High School

Researcher: Burris, Orville Wayne

Sponsoring Institution: Colorado State University

Date of Approval: 1975

Chairman of Dissertation Committee: not stated

Availability:

not listed Xerox University Microfilms, Ann Arbor, Michigan

not listed ERIC

Other means of availability: Abstract provided by the Colorado State University

Analysis of Dissertation

(*) Major Emphasis (X) Minor Emphasis

Emphasis in relation to Federal Definition of Career Education:

( ) 1. Increase the relationship between schools and society as a whole;
( ) 2. Provide opportunities for counseling, guidance and career development for all children;
( ) 3. Relate the subject matter of the curricula of schools to the needs of persons to function fully in society;
( ) 4. Extend the concept of the education process beyond the school into the area of employment and the community;
( ) 5. Foster flexibility in attitudes, skills, and knowledge in order to enable persons to cope with accelerating change and obsolescence;
( ) 6. Make education more relevant to employment and functioning in society; and
( ) 7. Eliminate any distinction between education for vocational purposes and general or academic education.

(*) All of above.

Emphasis on a specific stage of career development:

( ) Career awareness
(*) Career exploration
( ) Career planning
( ) Career progression
( ) Career choice

Methodology of research:

(*) Questionnaire
( ) Test scores
( ) Interviews
( ) Panel results
( ) Observation
( ) Other:

Type of study related to implementation:

(*) Goals or description of outcomes for Career Education
( ) Current status of Career Education
- school
- district
- county
- state
- nation
( ) Evaluation of effectiveness of Career Education Programs:
- summative evaluation
- formative evaluation
- data collection techniques
- evaluation system

Domain Emphasized:

( ) cognitive ( ) skills
(*) affective ( ) combination:

Judgments on significance of research:

Researcher	Reviewer	
( )	( )	New area of research
( )	( )	Practicality of research
( )	( )	Basic theory treated
( )	( )	Cost oriented
( )	( )	Student benefit oriented
(*)	(*)	Professional education oriented

On the following pages will be found a presentation of: (1) the problem; (2) methods and procedures; and (3) summary of findings.

Burris, Orville Wayne, "The Perceptions of Administrators and Counselors toward Career Education in the Junior High School." Doctoral dissertation, Colorado State University, 1975.

1. The Problem

This study was undertaken to ascertain and compare the perceptions of junior high school administrators (principals and assistant principals) and counselors with regard to the instituting of eight general career education goals into the curriculum.

The main purpose of this study was twofold. First, to determine if significant differences exist among the perceptions of administrators and counselors with regard to the degree to which the junior high school courses can contribute to the achievement of the eight career education goals. Secondly, to determine if significant differences exist among the perceptions of these educators with regard to the most effective method of course organization in achieving the eight goals.

A secondary purpose was to determine relationships, if any, between the background experiences (professional work experience, career education orientation, and non-education work experience) of administrators and counselors and their perceptions of the career education goals.

2. Methods and Procedures

The sample population consisted of 90 educators (30 principals, 30 assistant principals, and 30 counselors) randomly selected from junior high schools within the State of Colorado. The researcher personally contacted the individuals in the sample population and a 100 percent return of the survey instrument was accomplished.

The survey instrument specifically designed for this study solicited: (1) Demographic or background data of the participants, and (2) the perceptions of the participants with regard to the degree of achievement expected and the method of course organization preferred in instituting the career education goals into the curriculum.

An Analysis of Variance Procedure was used to test the stated hypotheses, the Pearson Product-Moment Correlation Coefficient was used to test for correlations between the participants' responses to the degree of achievement for each of the goals and their preferred method of course organization in achieving the goals, and Chi-Square Analysis was used to determine differences in the background experiences of the participants.

3. Summary of Findings

In conclusion, the statistical findings indicated that administrators and counselors differ significantly in their perceptions of the degree to which junior high school courses can contribute to the achievement of the career education goals. The comparison of mean scores indicated that the counselors rated to a higher degree the achievability of all the goals, with the Self-Awareness and the Career Awareness Goal seen by all the participants as being more achievable than the others.

No significant relationships were found to exist between the background experiences of the participant groups and their perceptions with regard to the degree of contribution junior high school courses can make to the achievement of the goals.

With regard to the most effective method of course organization in achieving the goals, no significant difference was found in the perceptions of the participant groups or among the individual goals as seen by the groups. All three participant groups preferred a "moderately infusion oriented" method of course organization.

The method for achieving the Educational Awareness Goal was associated with the participants' professional work experience and prior career education orientation. Also, the method of achieving the Skill Awareness Goal was affiliated with prior career education orientation of the participants. No significant relationships between the background experiences and the method for achieving the remaining goals were discovered.

With the exception of the Career Awareness Goal, no correlations existed between the educators' perceptions of the degree to which each goal can be achieved and their preferences of method for this achievement.

The Chi-Square Analysis indicated a significant difference among the groups in the professional work experience category only. No significant difference was found with regard to the amount of career education orientation or non-education work experience.

ABSTRACT # 6

Title: The Effect of Critiqued Videotape Feedback of Instructional Simulation Games on Participant Behavior.

Researcher: Cantor, Roger, C., Ed.D.

Sponsoring Institution: Rutgers, the State University

Date of Approval: 1975

Chairman of Dissertation Committee: Dr. Carl J. Schaefer

Availability:

not yet listed Xerox University Microfilms, Ann Arbor, Michigan

not listed ERIC

Other means of availability: Abstract provided by Rutgers, the State University

Analysis of Dissertation

(*) Major Emphasis (X) Minor Emphasis

Emphasis in relation to Federal Definition of Career Education:

( ) 1. Increase the relationship between schools and society as a whole;
( ) 2. Provide opportunities for counseling, guidance and career development for all children;
(*) 3. Relate the subject matter of the curricula of schools to the needs of persons to function fully in society;
( ) 4. Extend the concept of the education process beyond the school into the area of employment and the community;
( ) 5. Foster flexibility in attitudes, skills, and knowledge in order to enable persons to cope with accelerating change and obsolescence;
(*) 6. Make education more relevant to employment and functioning in society; and
( ) 7. Eliminate any distinction between education for vocational purposes and general or academic education.

( ) All of above.

Emphasis on a specific stage of career development:

( ) Career awareness
( ) Career exploration
(*) Career planning
( ) Career progression
( ) Career choice

Methodology of research:

( ) Questionnaire
(*) Test scores
( ) Interviews
( ) Panel results
( ) Observation
( ) Other:

Type of study related to implementation:

( ) Goals or description of outcomes for Career Education
( ) Current status of Career Education
- school
- district
- county
- state
- nation

(*) Evaluation of effectiveness of Career Education Programs:
* summative evaluation
- formative evaluation
- data collection techniques
- evaluation system

Domain Emphasized:

( ) cognitive ( ) skills
( ) affective (*) combination:

vocational maturity

Judgments on significance of research:

Researcher	Reviewer	
( )	( )	New area of research
( )	(X)	Practicality of research
( )	( )	Basic theory treated
( )	( )	Cost oriented
(*)	(*)	Student benefit oriented
( )	( )	Professional education oriented

On the following pages will be found a presentation of: (1) the problem; (2) methods and procedures; and (3) summary of findings.

Cantor, R.G., The Effect of Critiqued Videotape Feedback of Instructional Simulation Games on Participant Behavior." Doctoral dissertation, Rutgers, The State University, 1975.

1. The Problem

The purpose of this study was to examine the effects of critiqued videotape feedback, used supplemental to simulation training, on the career awareness development of inner-city high school students. The experimental treatment consisted of videotape playbacks of selected episodes, taped during simulation games with critiques by the participants and the leaders.

The intent of the training was to determine whether participants experienced changes in career decision skills and perceptions about their schools and the concepts in the Institute Semantic Differential, as the result of exposure to the videotape critiques.

2. Methods and Procedures

One hundred tenth-grade students, selected at random by their administrators from four urban high schools in Washington, D.C., were randomly assigned to two control groups and two experimental groups. The experimental groups were given simulation training supplemented by selected videotape playbacks with critiques, and the control groups received only simulation training. The total sample was pretested one month prior to the treatment and posttested approximately one month after the treatment. The instruments used in this study were: Vocational Development Inventory (Crites & Semler, 1966), Classroom Climate Scale (Litwin & Meyer, 1969), and Semantic Differential (Osgood, Suci, & Tannenbaum, 1957).

3. Summary of Findings

The two hypotheses that stated that the treatment would effect changes in attitudes toward the concepts in the Semantic Differential and changes in participants' perceptions of their schools, as measured by the Classroom Climate Scale, were supported. The hypothesis that treatment would affect a positive increase in vocational maturity, as measured by the Vocational Development Inventory, was rejected for lack of significance.

This study indicates that critiqued videotape feedback when used supplemental to simulation games can be a highly credible source of feedback and can function as an intervention mechanism to aid the developmental process of student self-assessment, self-concept formation, and vocational development. Recommendations suggest that critiqued videotape feedback may enhance the outcomes

Summary of Findings (cont.)

of other low-risk gaming techniques. Replication of the treatment is also suggested for areas such as drug rehabilitation, alcoholic rehabilitation, and penal education. Finally, it is suggested that similar research be conducted using a non-urban population.

ABSTRACT # 7

Title: The Effect of Achievement Motivation Simulation in Career Development

Researcher: Carlson, Richard E.

Sponsoring Institution: Rutgers University

Date of Approval: 1973

Chairman of Dissertation Committee: not stated

Availability:

73-32,249 Xerox University Microfilms, Ann Arbor, Michigan

ED068712 ERIC

Other means of availability: XUM Abstract 34/10 p. 6443A

Analysis of Dissertation

(*) Major Emphasis (X) Minor Emphasis

Emphasis in relation to Federal Definition of Career Education:

( ) 1. Increase the relationship between schools and society as a whole;
(X) 2. Provide opportunities for counseling, guidance and career development for all children;
(*) 3. Relate the subject matter of the curricula of schools to the needs of persons to function fully in society;
( ) 4. Extend the concept of the education process beyond the school into the area of employment and the community;
( ) 5. Foster flexibility in attitudes, skills, and knowledge in order to enable persons to cope with accelerating change and obsolescence;
( ) 6. Make education more relevant to employment and functioning in society; and
( ) 7. Eliminate any distinction between education for vocational purposes and general or academic education.

( ) All of above.

Emphasis on a specific stage of career development:

( ) Career awareness
( ) Career exploration
( ) Career planning
( ) Career progression
(X) Career choice

Methodology of research:

( ) Questionnaire
(*) Test scores
( ) Interviews
( ) Panel results
( ) Observation
( ) Other:

Type of study related to implementation:

( ) Goals or description of outcomes for Career Education
( ) Current status of Career Education
- school
- district
- county
- state
- nation

(*) Evaluation of effectiveness of Career Education Programs:
* summative evaluation
- formative evaluation
- data collection techniques
- evaluation system

Domain Emphasized:

(x) cognitive ( ) skills
(*) affective ( ) combination:

Judgments on significance of research:

Researcher	Reviewer	
( )	( )	New area of research
( )	( )	Practicality of research
( )	( )	Basic theory treated
( )	( )	Cost oriented
(*)	(*)	Student benefit oriented
( )	( )	Professional education oriented

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On the following pages will be found a presentation of: (1) the problem; (2) methods and procedures; and (3) summary of findings.

Carlson, R.E., "The Effect of Achievement Motivation Simulation in Career Development." Doctoral dissertation, Rutgers University, 1973.

1. The Problem

The purpose of this study was to determine the effect of using achievement motivation simulations in the vocational development of inner-city high school students. The experimental treatment was a process whereby the learning strategies and career concepts were taught through the use of exercises and games. The intent of the training was to have the participants experience these concepts and expand their understanding of them through group activities.

2. Methods and Procedures

One hundred tenth-grade students from two schools in Washington, D.C., were randomly divided into a control and experimental sample. The control population remained in the regular curriculum while the experimental population received training from 9:00 to 5:00 for one week in achievement motivation simulations. The total sample was pretested one month prior to the treatment and post-tested approximately one month after the treatment. The instruments used in this study were: Vocational Development Inventory (Crites, 1966); Classroom Climate Scale (Litwin, 1969); and Semantic Differential (Osgood, Suci, & Tannenbaum, 1957).

3. Summary of Findings

The major hypothesis that treatment would positively affect vocational decision attitudes was supported. Treatment did not affect attitudes toward vocational and educational concepts, nor did it affect a student's perception of his school according to the instruments.

The study indicates that an intervention process using achievement motivation simulations can affect vocational decision making within the student. In the recommendations it was suggested that similar intervention might be useful in assisting schools which are trying to develop a delivery system for their career education programs. It was also suggested that follow-up studies of the sample group are paramount in helping to determine residual affect of the treatment. Replication was also suggested as a means of determining the same results. Finally, caution was urged until more verification could be made of this psychological model.

ABSTRACT # 8

Title: Career Education Concepts in Eighth Grade Business and Office Education

Researcher: Charles, Marie S.

Sponsoring Institution: Colorado State University

Date of Approval: 1975

Chairman of Dissertation Committee: not stated

Availability:

not listed Xerox University Microfilms, Ann Arbor, Michigan

not listed ERIC

Other means of availability: Abstract provided by Colorado State University

Analysis of Dissertation

(*) Major Emphasis (X) Minor Emphasis

Emphasis in relation to Federal Definition of Career Education:

( ) 1. Increase the relationship between schools and society as a whole;
( ) 2. Provide opportunities for counseling, guidance and career development for all children;
( ) 3. Relate the subject matter of the curricula of schools to the needs of persons to function fully in society;
( ) 4. Extend the concept of the education process beyond the school into the area of employment and the community;
( ) 5. Foster flexibility in attitudes, skills, and knowledge in order to enable persons to cope with accelerating change and obsolescence;
( ) 6. Make education more relevant to employment and functioning in society; and
( ) 7. Eliminate any distinction between education for vocational purposes and general or academic education.

(*) All of above.

Emphasis on a specific stage of career development:

(*) Career awareness
( ) Career exploration
( ) Career planning
( ) Career progression
( ) Career choice

Methodology of research:

( ) Questionnaire
(*) Test scores
( ) Interviews
( ) Panel results
( ) Observation
( ) Other:

Type of study related to implementation:

( ) Goals or description of outcomes for Career Education
( ) Current status of Career Education
- school
- district
- county
- state
- nation

(*) Evaluation of effectiveness of Career Education Programs:
* summative evaluation
- formative evaluation
- data collection techniques
- evaluation system

Domain Emphasized:

( ) cognitive ( ) skills
( ) affective (*) combination:

career education

Judgments on significance of research:

Researcher	Reviewer	
( )	( )	New area of research
( )	( )	Practicality of research
( )	( )	Basic theory treated
( )	( )	Cost oriented
(*)	(*)	Student benefit oriented
( )	( )	Professional education oriented

On the following pages will be found a presentation of: (1) the problem; (2) methods and procedures; and (3) summary of findings.

Charles, Marie S., "Career Education Concepts in Eighth Grade Business and Office Education." Doctoral dissertation, Colorado State University, 1975.

1. The Problem

The purpose of this study was to develop and determine the effects of a planned Career Education Career Development Insturctional Program to be taught by Business and Office teachers at the eighth grade level.

The hypotheses were postulated from the review of literature covering the attitude of students and teachers toward the program; attitude of students and teachers toward the strategies of teaching and implementation; and the effects of the program.

The program was based upon The National Standard Career Education Model K - Adult using the eight elements of Career Education as the focus of activities. Activities were designed for each objective of: Economic Awareness; Appreciations and Attitudes; Employability Skills; Self Awareness; Educational Awareness; Decision-Making Skills; and Career Awareness. Beginning Competence was considered the basic curriculum.

2. Methods and Procedures

Over a six-weeks period, 66 Experimental students in eighth grade Business and Office classes experienced the program. The Control Group consisted of 65 students who did not experience the program. Both groups were administered the pretest and posttest.

Data were compiled from the pretest and posttest responses on the Pinellas County Career Education Project's instruments for testing the hypothesis that the effects of the program would show a significant difference in the scores of the two groups.

The Chi-Square test of significance was used to examine the hypothesis. The .05 and .01 level of significance were specifically identified on each item showing a difference.

3. Summary of Findings

Based upon the findings, there was insufficient evidence to reject the null hypothesis that there would be no significant difference in the group scores of the Experimental and Control Groups in each of the eight elements of Career Education based upon the student responses on the pretest and posttest after experiencing the Career Education Career Development Instructional Program.

Summary of Findings (cont.)

The null hypotheses of the attitudes of students and teachers toward the program and strategies of teaching and implementation was rejected since the evidence showed there was a favorable attitude.

Conclusions drawn from the study were that short-term projects in career development produced minimal noticeable results and that career development is a developmental process that probably should begin in early education years and continue throughout one's lifetime.

As a consequence, it was suggested that Career Education be used as a basis for career development through a developmental process. Also, longitudinal research in Career Education and career development be conducted to determine the effects of such programs.

ABSTRACT # 9

Title: The Effects of Selected Learner Variables on Achievement in a Junior High School Occupational Information Program via Two Instructional Media

Researcher: Clark, Joan Fox

Sponsoring Institution: University of Tennessee

Date of Approval: 1975?

Chairman of Dissertation Committee: not stated

Availability:

not yet listed Xerox University Microfilms, Ann Arbor, Michigan

not listed ERIC

Other means of availability:

Analysis of Dissertation

(*) Major Emphasis (X) Minor Emphasis

Emphasis in relation to Federal Definition of Career Education:

(X) 1. Increase the relationship between schools and society as a whole;

(*) 2. Provide opportunities for counseling, guidance and career development for all children;

( ) 3. Relate the subject matter of the curricula of schools to the needs of persons to function fully in society;

( ) 4. Extend the concept of the education process beyond the school into the area of employment and the community;

( ) 5. Foster flexibility in attitudes, skills, and knowledge in order to enable persons to cope with accelerating change and obsolescence;

(X) 6. Make education more relevant to employment and functioning in society; and

( ) 7. Eliminate any distinction between education for vocational purposes and general or academic education.

( ) All of above.

Emphasis on a specific stage of career development:

(*) Career awareness
(*) Career exploration
(*) Career planning
(*) Career progression
(*) Career choice

Methodology of research:

( ) Questionnaire
( ) Test scores
( ) Interviews
(X) Panel results
( ) Observation
( ) Other:

Type of study related to implementation:

(*) Goals or description of outcomes for Career Education
( ) Current status of Career Education
- school
- district
- county
- state
- nation
( ) Evaluation of effectiveness of Career Education Programs:
- summative evaluation
- formative evaluation
- data collection techniques
- evaluation system

Domain Emphasized:

( ) cognitive ( ) skills
( ) affective (X) combination:

counselor competencies

Judgments on significance of research:

Researcher	Reviewer	
( )	( )	New area of research
( )	( )	Practicality of research
( )	( )	Basic theory treated
( )	( )	Cost oriented
( )	(*)	Student benefit oriented
(*)	(*)	Professional education oriented

On the following pages will be found a presentation of: (1) the problem; (2) methods and procedures; and (3) summary of findings.

Clark, J.F., "The Effects of Selected Learner Variables on Achievement in a Junior High School Occupational Information Program via Two Instructional Media." Doctoral dissertation, University of Tennessee, 1975.

1. The Problem

The primary objective of this study was to identify and determine the importance of specific competencies in seven areas under the category of vocational and career development as stated in the Tennessee State Board of Education document "Minimum Competency Requirements for Secondary Counselors in Grades 7 through 12." The study sought to determine what competencies are needed by the counselor to:

1. Develop and maintain a self-directed career education information center;

2. Develop job descriptions from job analyses;

3. Assist the student in utilizing career clusters and career ladder concepts;

4. Compile and disseminate information on employment opportunities, private and public vocationa-technical training programs, apprenticeship training programs;

5. Develop and coordinate a job placement program;

6. Identify, understand, and relate to others with whom he will work in industry, business, and community agencies; and

7. Plan and implement a developmental career education program, including pre-vocational programs.

2. Methods and Procedures

Thirty-two competency statements were identified with the aid of supervisors of instruction, local directors of vocational education, State Department of Education personnel, vocational education Advisory Council members, and counselor educators. Those competencies were divided into seven areas and placed in a Delphi instrument for rating purposes. Forty professionals from business, industry, and education were chosen to rate the competencies and suggest additional ones in the process of three Delphi probes. In the final analysis consensus ratings were determined for the initial 32 competency statements and the 23 additional competency statements suggested by the participants on the first probe.

3. Summary of Findings

After analyzing the data, the following major conclusions were drawn.

1. Competencies in the area of compiling and disseminating information on public and private vocational-technical programs, apprenticeship programs, and academic training programs are the most important competencies identified in the category of vocational and career development.

2. Competencies needed by counselors in the area of "planning and implementing career and pre-vocational programs" are more important than the competencies needed by the counselor in the area of "identifying, understanding, and relating to others in business and industry."

3. Counseling and decision-making competencies suggested by the respondents are highly important although they were not originally identified in any of the areas of the vocational and career development category.

Based on the results of the study the following major recommendations were made.

1. It is recommended that counselor training programs provide the following: a) learning activities which will enable counselors to plan and implement short courses to assist students in developing job acquisition skills; b) learning activities that will enable the development of the skills needed to establish and operate a job placement service utilizing representatives from business, industry, and community agencies in placing students; c) an understanding of career education as it relates to pre-vocational education and the ability to establish pre-vocational exploratory programs; and d) learning activities that will enable counselors to relate to and assist a wide range of students in the decision-making processes.

2. Counselor training institutions and local school systems should conduct inservice workshops for existing counselors, principals, and superintendents based on the vocational and career development competencies identified in the study.

3. Counselor training programs should provide the opportunity for counselors to complete prolonged internships in area vocational-technical schools, technical institutes, community colleges, and apprenticeship programs to enable them to identify the training opportunities offered by those agencies.

ABSTRACT # 10

Title: Alienation and Education: A Comparative Study of Vocational and Non-Vocational Students in Kentucky High Schools
Researcher: Crawford, Robert Lee, Sr., Ed.D.
Sponsoring Institution: University of Kentucky
Date of Approval: 1973
Chairman of Dissertation Committee: not stated
Availability:
74-21,065 Xerox University Microfilms, Ann Arbor, Michigan
not listed ERIC
Other means of availability:

Analysis of Dissertation

(*) Major Emphasis (X) Minor Emphasis

Emphasis in relation to Federal Definition of Career Education:
( ) 1. Increase the relationship between schools and society as a whole;
(X) 2. Provide opportunities for counseling, guidance and career development for all children;
( ) 3. Relate the subject matter of the curricula of schools to the needs of persons to function fully in society;
( ) 4. Extend the concept of the education process beyond the school into the area of employment and the community;
(*) 5. Foster flexibility in attitudes, skills, and knowledge in order to enable persons to cope with accelerating change and obsolescence;
( ) 6. Make education more relevant to employment and functioning in society; and
( ) 7. Eliminate any distinction between education for vocational purposes and general or academic education.

( ) All of above.

Emphasis on a specific stage of career development:
( ) Career awareness
( ) Career exploration
(X) Career planning
( ) Career progression
( ) Career choice

Methodology of research:
(*) Questionnaire
( ) Test scores
( ) Interviews
( ) Panel results
( ) Observation
( ) Other:

Type of study related to implementation:
(*) Goals or description of outcomes for Career Education
( ) Current status of Career Education
- school
- district
- county
- state
- nation
( ) Evaluation of effectiveness of Career Education Programs:
- summative evaluation
- formative evaluation
- data collection techniques
- evaluation system

Domain Emphasized:
( ) cognitive ( ) skills
(*) affective ( ) combination:

Judgments on significance of research:

Researcher	Reviewer	
( )	(X)	New area of research
( )	(X)	Practicality of research
( )	( )	Basic theory treated
( )	( )	Cost oriented
(*)	(*)	Student benefit oriented
( )	( )	Professional education oriented

On the following pages will be found a presentation of: (1) the problem; (2) methods and procedures; and (3) summary of findings.

Crawford, R.S., "Alienation and Education: A Comparative Study of Vocational and Non-Vocational Students in Kentucky High Schools." Doctoral dissertation, University of Kentucky, 1973.

1. The Problem

The purpose of this study was to investigate relationships between high school students' alienation feelings and certain student characteristics. Dependent variables were alienation from family, alienation from school, alienation from country, alienation from peers, self-acceptance, and perceived self scores. Independent variables were vocational enrollment, non-vocational enrollment, club memberships, team memberships, number of hobbies, presence or absence of career objective, type of occupations, if any, which students plan to enter, socio-economic level of student's family, vocational program enrolled in (if vocational student), race, sex, population density of home location, and grade point average.

2. Methods and Procedures

A social-referent alienation scale was developed and tested for validity. This instrument was found to have both construct and predictive validity. A separate instrument was chosen to measure perceived self and self-acceptance. Nine schools were randomly selected from all comprehensive high schools in Kentucky, and a sample group of students was selected from these schools. Counselors at the selected schools conducted the testing.

3. Summary of Findings

Socio-economic status was found to be linked with alienation levels. Low socio-economic status was linked with higher alienation from country and peer groups and with lower self-acceptance and self-perceptions.

Students who had career objectives has significantly higher self-acceptance levels than those students who did not have career objectives.

Alienation from family, school, and country increased significantly between the sophomore and senior groups. However, as alienation increased from these social referents, self-acceptance also increased between the sophomore and senior groups.

Summary of Findings (cont.)

Vocational education students' alienation levels reflected the influence of the high percentage of low socio-economic groups enrolled in vocational education. Vocational seniors were found to have country alienation scores higher than those of all other students in the sample. However, vocational students were less alienated from their families and schools than were non-vocational students.

Where vocational enrollment was coupled with career objectives, the self-acceptance levels were higher than self-acceptance levels linked only with increased maturation or high social class.

ABSTRACT # 11

Title: A Descriptive Study of Trade and Industrial Juniors in Kentucky

Researcher: Crosby, Richard K.
Sponsoring Institution: University of Kentucky
Date of Approval: 1974
Chairman of Dissertation Committee: not stated
Availability:
not yet listed Xerox University Microfilms, Ann Arbor, Michigan
not listed ERIC
Other means of availability:

Analysis of Dissertation

(*) Major Emphasis (X) Minor Emphasis

Emphasis in relation to Federal Definition of Career Education:
( ) 1. Increase the relationship between schools and society as a whole;
(*) 2. Provide opportunities for counseling, guidance and career development for all children;
( ) 3. Relate the subject matter of the curricula of schools to the needs of persons to function fully in society;
( ) 4. Extend the concept of the education process beyond the school into the area of employment and the community;
( ) 5. Foster flexibility in attitudes, skills, and knowledge in order to enable persons to cope with accelerating change and obsolescence;
( ) 6. Make education more relevant to employment and functioning in society; and
( ) 7. Eliminate any distinction between education for vocational purposes and general or academic education.

( ) All of above.

Emphasis on a specific stage of career development:
( ) Career awareness
( ) Career exploration
(*) Career planning
( ) Career progression
( ) Career choice

Methodology of research:
( ) Questionnaire
(X) Test scores
( ) Interviews
( ) Panel results
( ) Observation
(*) Other: unstated student variables

Type of study related to implementation:
( ) Goals or description of outcomes for Career Education
( ) Current status of Career Education
- school
- district
- county
- state
- nation

(*) Evaluation of effectiveness of Career Education Programs:
- summative evaluation
- formative evaluation
- data collection techniques
- evaluation system

Domain Emphasized:
( ) cognitive ( ) skills
( ) affective (X) combination:

vocational maturity

Judgments on significance of research:

Researcher	Reviewer	
( )	( )	New area of research
( )	( )	Practicality of research
( )	( )	Basic theory treated
( )	( )	Cost oriented
(*)	(*)	Student benefit oriented
( )	( )	Professional education oriented

On the following pages will be found a presentation of: (1) the problem; (2) methods and procedures; and (3) summary of findings.

Crosby, R.K., "A Descriptive Study of Trade and Industrial Juniors in Kentucky." Doctoral dissertation, University of Kentucky, 1974.

1. The Problem

The primary purpose was to determine the effect of selected variables on the vocational maturity of randomly chosen trade and industrial juniors. Twelve hypotheses were tested in the main investigation.

2. Methods and Procedures

Kentucky was divided into the areas of western Kentucky, north-central Kentucky and the Appalachian counties. A sample of juniors was chosen from four randomly selected vocational schools in each of the three designated areas of Kentucky. A total of 312 students participated in the study.

3. Summary of Findings

Trade and industrial juniors who had higher mental maturity tended to be more vocationally mature than those with lower mental maturity.

The cultural influence of living in a different area of Kentucky did not have an effect on the vocational maturity of juniors enrolled in trade and industrial programs.

Social class status had very little effect on vocational maturity for the samples of juniors.

The juniors in the study who had higher verbal aptitude tended to have higher vocational maturity.

Achievement and vocational maturity were significantly related for all samples of trade and industrial juniors.

Urban juniors tended to be more vocationally mature than rural juniors.

Juniors who were more successful in a trade and industrial program tended to be more vocationally mature than less successful juniors.

Being enrolled in a specific trade and industrial program had no significant effect on the vocational maturity of the juniors.

ABSTRACT # 12

Title: Articulation of Career Programs

Researcher: DeJong, Stephen J.
Sponsoring Institution: Colorado State University
Date of Approval: 1975
Chairman of Dissertation Committee: not stated
Availability:
not listed Xerox University Microfilms, Ann Arbor, Michigan
not listed ERIC
Other means of availability: Abstract provided by Colorado State University

Analysis of Dissertation

(*) Major Emphasis (X) Minor Emphasis

Emphasis in relation to Federal Definition of Career Education:
( ) 1. Increase the relationship between schools and society as a whole;
( ) 2. Provide opportunities for counseling, guidance and career development for all children;
( ) 3. Relate the subject matter of the curricula of schools to the needs of persons to function fully in society;
( ) 4. Extend the concept of the education process beyond the school into the area of employment and the community;
(*) 5. Foster flexibility in attitudes, skills, and knowledge in order to enable persons to cope with accelerating change and obsolescence;
( ) 6. Make education more relevant to employment and functioning in society; and
( ) 7. Eliminate any distinction between education for vocational purposes and general or academic education.

( ) All of above.

Emphasis on a specific stage of career development:
( ) Career awareness
( ) Career exploration
( ) Career planning
( ) Career progression
(*) Career choice

Methodology of research:
(*) Questionnaire
( ) Test scores
( ) Interviews
( ) Panel results
( ) Observation
( ) Other:

Type of study related to implementation:
( ) Goals or description of outcomes for Career Education
(*) Current status of Career Education
* school
\- district
\- county
\- state
\- nation
( ) Evaluation of effectiveness of Career Education Programs:
\- summative evaluation
\- formative evaluation
\- data collection techniques
\- evaluation system

Domain Emphasized:
( ) cognitive (*) skills
(*) affective ( ) combination:

Judgments on significance of research:

Researcher	Reviewer	
( )	( )	New area of research
( )	( )	Practicality of research
( )	( )	Basic theory treated
( )	( )	Cost oriented
(*)	(*)	Student benefit oriented
( )	( )	Professional education oriented

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On the following pages will be found a presentation of: (1) the problem; (2) methods and procedures; and (3) summary of findings.

DeJong, S.J.,"Articulation of Career Programs." Doctoral dissertation, Colorado State University, 1975.

1. The Problem

The major purpose of this research study was to determine the extent and effectiveness of an emerging pattern of articulation between the Industrial Arts, Occupational Trades and Industries programs, and the Larimer Vocational/Technical Center that would benefit the greatest number of students possible in making meaningful career and appropriate training choices.

2. Methods and Procedures

A jury was utilized for the validation of the evaluation instrument. Evaluation of abilities and attitudes was accomplished by the use of a questionnaire which allowed seniors of the 1973-74 and 1974-75 classes to rate their ability or attitude development on a scale of 1 to 5, and on a second scale (also with a value of 1 to 5) rate the value of various contributions to the development of the selected ability or attitude.

All participants (seniors of 1973-74 and 1974-75) of the study had been enrolled in a vocational education program and had completed one or more semesters of Industrial Arts/Occupational Trades and Industries prior to enrollment in a vocational program. Seventy-nine valid questionnaires were returned for a 76% return.

The chi-square test of significance was used as the statistical method. A chi-square value was established for each ability or attitude and tested for significance at the .01 level of confidence. The means of responses for contributions from Industrial Arts/Occupational Trades and Industries and vocational education were compared. Significant differences in the means was determined by the t-test.

3. Summary of Findings

It was concluded that there was a significant relationship at or beyond the .01 level of confidence between fifteen selected abilities and attitudes, and subsequent contributions made toward their development. It was also concluded that a relationship of students' decisions about vocational education, and articulation between pre-vocational and vocational programs seemed to be evident.

Summary of Findings (cont.)

The data also revealed that there was a significant relationship at the .05 level of confidence between the contribution of friends and the development of the level of self-confidence.

In view of the findings and conclusions, ten recommendations were made concerning the relativity of services to meeting the needs of students; and that a continuous evaluation system be implemented.

ABSTRACT # 13

Title: A Comparison of the Effects of Two Methods of Disseminating Occupational Information on the Vocational Maturity of Senior High School Students

Researcher: English, Thomas W., Ph.D.
Sponsoring Institution: The University of Connecticut
Date of Approval: 1974
Chairman of Dissertation Committee: not stated
Availability:
74-21,769 Xerox University Microfilms, Ann Arbor, Michigan
Not listed ERIC
Other means of availability: XUM Abstract 35/04, p. 1976A

Analysis of Dissertation

(*) Major Emphasis (X) Minor Emphasis

Emphasis in relation to Federal Definition of Career Education:
( ) 1. Increase the relationship between schools and society as a whole;
(*) 2. Provide opportunities for counseling, guidance and career development for all children;
( ) 3. Relate the subject matter of the curricula of schools to the needs of persons to function fully in society;
( ) 4. Extend the concept of the education process beyond the school into the area of employment and the community;
( ) 5. Foster flexibility in attitudes, skills, and knowledge in order to enable persons to cope with accelerating change and obsolescence;
( ) 6. Make education more relevant to employment and functioning in society; and
( ) 7. Eliminate any distinction between education for vocational purposes and general or academic education.

( ) All of above.

Emphasis on a specific stage of career development:
(X) Career awareness
(X) Career exploration
(*) Career planning
( ) Career progression
( ) Career choice

Methodology of research:
( ) Questionnaire
(*) Test scores
( ) Interviews
( ) Panel results
( ) Observation
( ) Other:

Type of study related to implementation:
( ) Goals or description of outcomes for Career Education
( ) Current status of Career Education
- school
- district
- county
- state
- nation
(*) Evaluation of effectiveness of Career Education Programs:
- summative evaluation
- formative evaluation
- data collection techniques
- evaluation system

Domain Emphasized:
(*) cognitive ( ) skills
(X) affective ( ) combination:

Judgments on significance of research:

Researcher	Reviewer	
(*)	( )	New area of research
( )	( )	Practicality of research
( )	( )	Basic theory treated
( )	( )	Cost oriented
(*)	(*)	Student benefit oriented
(X)	( )	Professional education oriented

On the following pages will be found a presentation of: (1) the problem; (2) methods and procedures; and (3) summary of findings.

English, T. W., "A Comparison of the Effects of Two Methods of Disseminating Occupational Information on the Vocational Maturity of Senior High School Students." Doctoral dissertation, University of Conneticut, 1974.

1. The Problem

The purpose of this study was to determine whether new approaches to the presentation of occupational information would have greater impact than traditional counselor centered approaches on the vocational maturity of student users. This study measured the effects of the use of two occupational information systems on the vocational maturity of senior high school students. The two systems under investigation were the Connecticut VIEW system, developed by the author, and the Guidance Information System, a computerized guidance system marketed by Time Share Corporation. Project VIEW is a microfilm-aperture card system containing occupational information for student use. The Guidance Information System (GIS) is a computerized guidance system containing an occupational information file. G.I.S. is an out-growth of a project initiated by Dr. David Tiederman and others at Harvard University. Both occupational information systems were designed to provide easily accessible information on careers for use by students in career planning.

The investigator hypothesized that use of these occupational information systems would positively affect the vocational maturity of student users. The investigator further hypothesized that students who used the systems several times would become more vocationally mature than students who used the systems only a few times and that there would be an interaction effect between the number of sessions and the type of treatment. A final hypothesis investigated was that the factors of intelligence, achievement, home environment, and sex would effect the vocational maturity of students exposed to the occupational information systems.

2. Methods and Procedures

The experiment testing the above hypotheses occurred during the second half of the 1972-1973 school year at Hartford Public High School, Hartford, Connecticut. A sample of 150 eleventh and twelfth grade students were randomly selected and assigned to two experimental groups and one control group. The Career Development Inventory (Super, et al., 1972) was administered before and after exposure to the occupational information systems under investigation as a measure of change in vocational maturity levels. The control group was tested in the same fashion; however, this group did not have access to the experimental treatment.

Methods and Procedures (cont.)

The total scores and subscales from the pre- and post-administration of the Career Development Inventory were analyzed using an analysis of variance design. Factors of intelligence, achievement, home environment and sex were tested in Two-Way Analysis of Variance design to ascertain their effect on vocational maturity.

3. Summary of Findings

The following results were found:

1. Both occupational information systems significantly increased certain aspects of the vocational maturity of the students under investigation.

2. Increased exposure to both experimental conditions did not significantly increase the vocational maturity scores of the students.

3. Increased exposure to either experimental condition did not significantly increase the vocational maturity scores of the students.

4. There was no difference between male and female response to the experimental conditions in terms of gains in vocational maturity. High achievers in math were found to have scored higher in "Information and Decision-Making" compared to low achievers in math as a result of exposure to the respective experimental conditions. No differences were found between students with high and low I.Q.'s in terms of increased vocational maturity levels after exposure to the respective experimental conditions. There was, however, an interaction effect between I.Q. type of treatment in relation to increased scores on the "Information and Decision-Making" aspects of vocational maturity. There was also an interaction effect between the variable "stability of home environment" and type of treatment in relation to increased scores on the "Information and Decision-Making" scale.

ABSTRACT # 14

Title: Assessment of Selected Factors of Affective Change and Student Perceptions of Instruction Coinciding with the Implementation of Elementary Career Education Programs
Researcher: Freund, Joseph G.
Sponsoring Institution: The University of Georgia
Date of Approval: 1973
Chairman of Dissertation Committee: Dr. George L. O'Kelley
Availability:
74-4798 Xerox University Microfilms, Ann Arbor, Michigan
not listed ERIC
Other means of availability: Abstract available in XUM, Vol. 34, No. 1, p. 132

Analysis of Dissertation

(*) Major Emphasis (X) Minor Emphasis

Emphasis in relation to Federal Definition of Career Education:
( ) 1. Increase the relationship between schools and society as a whole;
( ) 2. Provide opportunities for counseling, guidance and career development for all children;
(X) 3. Relate the subject matter of the curricula of schools to the needs of persons to function fully in society;
( ) 4. Extend the concept of the education process beyond the school into the area of employment and the community;
( ) 5. Foster flexibility in attitudes, skills, and knowledge in order to enable persons to cope with accelerating change and obsolescence;
(*) 6. Make education more relevant to employment and functioning in society; and
( ) 7. Eliminate any distinction between education for vocational purposes and general or academic education.

( ) All of above.

Emphasis on a specific stage of career development:
(*) Career awareness
( ) Career exploration
( ) Career planning
( ) Career progression
( ) Career choice

Methodology of research:
( ) Questionnaire
(*) Test scores
(X) Interviews
( ) Panel results
( ) Observation
( ) Other:

Type of study related to implementation:
( ) Goals or description of outcomes for Career Education
( ) Current status of Career Education
- school
- district
- county
- state
- nation
(*) Evaluation of effectiveness of Career Education Programs:
* summative evaluation
- formative evaluation
- data collection techniques
- evaluation system

Domain Emphasized:
( ) cognitive ( ) skills
(*) affective ( ) combination:

Judgments on significance of research:

Researcher	Reviewer	
( )	( )	New area of research
( )	( )	Practicality of research
( )	( )	Basic theory treated
( )	( )	Cost oriented
(*)	(*)	Student benefit oriented
( )	( )	Professional education oriented

On the following pages will be found a presentation of: (1) the problem; (2) methods and procedures; and (3) summary of findings.

Freund, J.G., "Assessment of Selected Factors of Affective Change and Student Perceptions of Instruction Coinciding with the Implementation of Elementary Career Education Programs." Doctoral dissertation, The University of Georgia, 1973.

1. The Problem

This study proposed to make comparisons of student attitude toward work, self-esteem, and perceptions of instruction between classes of fourth and fifth grade students participating in an elementary career education program and classes of similar students not participating in such a program.

2. Methods and Procedures

The population consisted of twelve classrooms participating in a planned career education program and twelve matched classrooms not in a planned elementary career education program.

Program variables were measured through use of Career Education Scale for Students, Ryans' Classroom Observation Record, and teacher interviews. It was found that the students reported significantly more often that they experienced certain career education oriented activities in career education designated classrooms than do students in non-designated career education classrooms. These activities include procurement information about workers and their needed training, field visits, resource people in the classroom, and various hands-on activities. Activities related to development of self-awareness, student initiated worker observation, and the relating of careers to math, English, and science did not occur significantly more often in the career education classrooms. Teachers in both groups were comparable with respect to the characteristics of friendliness, responsibility, and stimulation. Teachers' opinions of their classrooms were comparable on socioeconomic level, intelligence, reading level, and overall achievement. Students were from the same population.

Dependent variables were measured through the use of three paper and pencil instruments. A nonrandomized control group pretest-posttest design was used for measurement of perception of instruction and self-esteem. A nonrandomized control group posttest only design was used for measurement of attitude toward work. The instruments used were Inventory of Student Perceptions of Instruction, Self-Esteem Inventory, and Attitude Toward Work Questionnaire.

3. Summary of Findings

The results of the multivariate analysis of covariance indicated no significant difference between groups on these six aspects of perception of instruction: instructional objectives, human relations, use of materials and resources, pupil motivation, meaningfulness of subject matter content, and measurement and evaluation. Additionally, no significant difference in student self-esteem was found. A significant difference did exist between groups in attitude toward work as indicated by an analysis of variance of the data. The career education classrooms exhibited the more positive attitude.

The findings of this study seem to indicate that the actual implementation of the career education program does not include all of the activities as the program was originally conceived. No significant difference in emphasis on self-esteem was found, and no particular emphasis on this area seemed to be contained in the program. No significant difference in perception of instruction was found, and the relating of career to instruction did not seem to be included in the program. The findings seem to suggest that career education was implemented as an addendum to the curriculum instead of as an integral part of the total curriculum. A significant difference between groups in attitude toward work did occur and may result from the career education activities that were implemented.

ABSTRACT # 15

Title: The Comparative Effects of Two Methods of Instruction upon the Attitude of Elementary Education Majors toward Career Education

Researcher: Garber, Billy Gene Ed.D.

Sponsoring Institution: University of Missouri - Columbia

Date of Approval: 1973

Chairman of Dissertation Committee: Dr. W.R. Miller and Dr. B.R. Stewart

Availability:

74-18,529 Xerox University Microfilms, Ann Arbor, Michigan

ED085602 ERIC (microfiche not available)

Other means of availability: XUM Abstracts 35/04, p. 1870A

Analysis of Dissertation

(*) Major Emphasis (X) Minor Emphasis

Emphasis in relation to Federal Definition of Career Education:

( ) 1. Increase the relationship between schools and society as a whole;
(*) 2. Provide opportunities for counseling, guidance and career development for all children;
(*) 3. Relate the subject matter of the curricula of schools to the needs of persons to function fully in society;
( ) 4. Extend the concept of the education process beyond the school into the area of employment and the community;
( ) 5. Foster flexibility in attitudes, skills, and knowledge in order to enable persons to cope with accelerating change and obsolescence;
(*) 6. Make education more relevant to employment and functioning in society; and
( ) 7. Eliminate any distinction between education for vocational purposes and general or academic education.

( ) All of above.

Emphasis on a specific stage of career development:

(*) Career awareness
( ) Career exploration
( ) Career planning
( ) Career progression
( ) Career choice

Methodology of research:

( ) Questionnaire
(*) Test scores
( ) Interviews
( ) Panel results
( ) Observation
( ) Other:

Type of study related to implementation:

( ) Goals or description of outcomes for Career Education
(*) Current status of Career Education
- school
- district
- county
* state
- nation
( ) Evaluation of effectiveness of Career Education Programs:
- summative evaluation
- formative evaluation
- data collection techniques
- evaluation system

Domain Emphasized:

( ) cognitive ( ) skills
(*) affective ( ) combination:

Judgments on significance of research:

Researcher	Reviewer	
( )	( )	New area of research
( )	( )	Practicality of research
( )	( )	Basic theory treated
( )	( )	Cost oriented
( )	( )	Student benefit oriented
(*)	(*)	Professional education oriented

On the following pages will be found a presentation of: (1) the problem; (2) methods and procedures; and (3) summary of findings.

Garber, B.D., "The Comparative Effects of Two Methods of Instruction upon the Attitude of Elementary Education Majors toward Career Education." Doctoral dissertation, University of Missouri - Columbia, 1973.

1. The Problem

The major purpose of the study was to ascertain and compare the effects of two different methods of presenting information about career education to elementary teacher education students. Specifically, the study focuses on the effects of two methods of instruction on: (1) the students' attitude toward career education following instruction, (2) the students' change in attitude toward career education after five weeks of student teaching, (3) the amount of time required by students to complete the unit of instruction, and (4) the students' attitude toward the method in presenting the unit of instruction.

The secondary purpose of the study was to ascertain the attitude toward career education of supervising teachers and to study the relationship of their attitude and the attitude of student teachers.

2. Methods and Procedures

The data were obtained from sixty-two elementary education students enrolled in three sections of EDTE 3100, General Methods of Teaching in the Elementary School, winter quarter, and EDTE 4196, Student Teaching Elementary I and II, spring quarter of 1972-1973 at Central Missouri State University, Warrensburg, Missouri. Data were also obtained from sixty-two supervising teachers at the cooperating schools where the students experienced their student teaching, spring quarter, 1972-1973.

The sixty-two students were randomly assigned to two treatment groups, and the study was conducted as a post-test only, control group design.

Treatment A was the method used in presenting career education information to students through self-instruction with the use of a study guide, two film slide/audio-tapes, and two video-tapes. The students responded in writing to discussion questions in the study guide. The students were excused from their regularly scheduled general methods class to experience the instruction on their own within the period of one week.

Treatment B was the method of presenting career education information to students through group instruction in their regular classroom with the use of a study guide, two film slide/audio-tapes, and two video-tapes. The students interacted in small groups to discussion questions in the study guide. The treatment was administered during two regular class periods within the period of one week.

The t-test was used to analyze the data at the .05 level of significance.

3. Summary of Findings

To the extent that the data from the research procedure used in this study were valid and reliable, the following conclusions were drawn:

Either of the two methods of instruction for presenting information about career education appears to be equally effective in influencing the attitude of elementary teacher education majors toward career education. Furthermore, either method of instruction appears to be equally effective in maintaining a favorable attitude toward career education after five weeks of student teaching.

The instruction in career education received by the elementary teacher education majors resulted in their exhibiting a significantly more favorable attitude toward career education than did the supervising teachers who received no instruction.

The utilization of group instruction can be expected to contribute a significantly more favorable attitude in elementary teacher education majors toward the method of instruction than the use of self-instruction.

Either of the two methods of instruction can be utilized within the same time frame within a teacher education curriculum.

ABSTRACT # 16

Title: The Effectiveness of a Junior High Career Information System for Increasing Career Knowledge and Maturity

Researcher: Graves, Lydia Jeannette

Sponsoring Institution: University of Tennessee

Date of Approval: 1975

Chairman of Dissertation Committee: not stated

Availability:

not yet listed Xerox University Microfilms, Ann Arbor, Michigan

not listed ERIC

Other means of availability: Abstract provided by University of Tennessee

Analysis of Dissertation

(*) Major Emphasis (X) Minor Emphasis

Emphasis in relation to Federal Definition of Career Education:

( ) 1. Increase the relationship between schools and society as a whole;
(*) 2. Provide opportunities for counseling, guidance and career development for all children;
( ) 3. Relate the subject matter of the curricula of schools to the needs of persons to function fully in society;
( ) 4. Extend the concept of the education process beyond the school into the area of employment and the community;
( ) 5. Foster flexibility in attitudes, skills, and knowledge in order to enable persons to cope with accelerating change and obsolescence;
( ) 6. Make education more relevant to employment and functioning in society; and
( ) 7. Eliminate any distinction between education for vocational purposes and general or academic education.

( ) All of above.

Emphasis on a specific stage of career development:

(*) Career awareness
(X) Career exploration
( ) Career planning
( ) Career progression
( ) Career choice

Methodology of research:

(*) Questionnaire
(*) Test scores
( ) Interviews
( ) Panel results
( ) Observation
( ) Other:

Type of study related to implementation:

( ) Goals or description of outcomes for Career Education
( ) Current status of Career Education
- school
- district
- county
- state
- nation

(*) Evaluation of effectiveness of Career Education Programs:
* summative evaluation
- formative evaluation
- data collection techniques
- evaluation system

Domain Emphasized:

(*) cognitive ( ) skills
( ) affective (*) combination:

career maturity

Judgments on significance of research:

Researcher	Reviewer	
( )	( )	New area of research
( )	( )	Practicality of research
( )	( )	Basic theory treated
( )	( )	Cost oriented
(*)	(*)	Student benefit oriented
( )	( )	Professional education oriented

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On the following pages will be found a presentation of: (1) the problem; (2) methods and procedures; and (3) summary of findings.

Graves, L.F., "The Effectiveness of a Junior High Career Information System for Increasing Career Knowledge and Maturity." Doctoral dissertation, University of Tennessee, 1975.

1. The Problem

The purpose of this study was to assess the effectiveness of Junior High INFOE (Information Needed For Occupational Exploration-In Depth) materials as a tool for use in pre-vocational education for learning career information and increasing career maturity of seventh and eighth grade student in Blount County and Maryville, Tennessee, School Systems. The data were to provide sufficient information to determine if one of two media, microfilm aperture cards or hardcopy, was more effective in presenting Junior High INFOE career information; if the learning of Junior High INFOE career information materials resulted in greater career maturity; and if the Junior High INFOE career information materials had utility in the classroom for teaching career information.

2. Methods and Procedures

The data for the investigation were obtained from an achievement test, the Career Maturity Inventory (CMI), Attitude Scale, a teachers' reaction questionnaire, and a students' reaction questionnaire. Null hypotheses were established and tested by analysis of variance for class mean scores among three groups--one presented Junior High INFOE career information via microform, one presented the same information via hardcopy, and one which was not presented the information. The Duncan Multiple Range Test was computed on the results to determine where the significance lay. A Pearson product-moment coefficient of correlation was also calculated on the scores. At the .05 level a significant positive correlation between the posttest and the CMI, Attitude Scale, and the retention test and the CMI, Attitude Scale was determined. The reactions of the teachers and students on the questionnaires were summarized.

3. Summary of Findings

A significant difference was found only on the posttest which was administered immediately after the treatment period. The group presented Junior High INFOE career information via microform scored significantly higher on the posttest than did the control group, which was not presented the Junior High INFOE career information. It was also concluded that the learning of the Junior High INFOE career information did not result in greater career maturation. The reactions of the teachers and students concerning the utility of the Junior High INFOE in the classroom were favorable.

In summary, further research for a longer period of time with more controls was suggested.

ABSTRACT # 17

Title: The Identification of Vocational and Career Development Competencies for Counselors in Grades 7-12 in Tennessee

Researcher: Graves, William Charles, Ed.D.

Sponsoring Institution: The University of Tennessee

Date of Approval: 1974

Chairman of Dissertation Committee: Dr. Garry R. Bice

Availability:

75-3599 Xerox University Microfilms, Ann Arbor, Michigan

Not listed ERIC

Other means of availability: XUM Abstracts 35/08, p. 5229A

Analysis of Dissertation

(*) Major Emphasis (X) Minor Emphasis

Emphasis in relation to Federal Definition of Career Education:

( ) 1. Increase the relationship between schools and society as a whole;
(*) 2. Provide opportunities for counseling, guidance and career development for all children;
( ) 3. Relate the subject matter of the curricula of schools to the needs of persons to function fully in society;
( ) 4. Extend the concept of the education process beyond the school into the area of employment and the community;
( ) 5. Foster flexibility in attitudes, skills, and knowledge in order to enable persons to cope with accelerating change and obsolescence;
( ) 6. Make education more relevant to employment and functioning in society; and
( ) 7. Eliminate any distinction between education for vocational purposes and general or academic education.

( ) All of above.

Emphasis on a specific stage of career development:

(X) Career awareness
(*) Career exploration
(X) Career planning
( ) Career progression
(X) Career choice

Methodology of research:

( ) Questionnaire
( ) Test scores
( ) Interviews
(*) Panel results (Delphi Technique)
( ) Observation
( ) Other:

Type of study related to implementation:

(X) Goals or description of outcomes for Career Education
( ) Current status of Career Education
- school
- district
- county
- state
- nation

( ) Evaluation of effectiveness of Career Education Programs:
- summative evaluation
- formative evaluation
- data collection techniques
- evaluation system

Domain Emphasized:

( ) cognitive ( ) skills
( ) affective (X) combination:

counselor competencies

Judgments on significance of research:

Researcher	Reviewer	
( )	( )	New area of research
( )	(X)	Practicality of research
( )	( )	Basic theory treated
( )	( )	Cost oriented
( )	(X)	Student benefit oriented
(*)	(*)	Professional education oriented

On the following pages will be found a presentation of: (1) the problem; (2) methods and procedures; and (3) summary of findings.

Graves, W.C., "The Identification of Vocational and Career Development Competencies for Counselors in Grades 7-12 in Tennessee." Doctoral Dissertation, University of Tennessee, 1974.

1. The Problem

The primary objective of this study was to identify and determine the importance of specific competencies in seven areas under the category of vocational and career development as stated in the Tennessee State Board of Education document "Minimum Competency Requirements for Secondary Counselors in Grades 7 through 12." The study sought to determine what competencies are needed by the counselor to:

1. Develop and maintain a self-directed career education information center;

2. Develop job descriptions from job analyses;

3. Assist the student in utilizing career clusters and career ladder concepts;

4. Compile and disseminate information on employment opportunities, private and public vocational-technical training programs, apprenticeship training programs, and academic training programs;

5. Develop and coordinate a job placement program;

6. Identify, understand, and relate to others with whom he will work in industry, business, and community agencies, and

7. Plan and implement a developmental career education program, including pre-vocational programs.

2. Methods and Procedures

Thirty-two competency statements were identified with the aid of supervisors of instruction, local directors of vocational education, State Department of Education personnel, vocational education Advisory Council members, and counselor educators. Those competencies were divided into seven areas and placed in a Delphi instrument for rating purposes. Forty professionals from business, industry, and education were chosen to rate the competencies and suggest additional ones in the process of three Delphi probes. In the final analysis consensus ratings were determined for the initial 32 competency statements and the 23 additional competency statements suggested by the participants on the first probe.

3. Summary of Findings

After analyzing the data, the following major conclusions were drawn:

1. Competencies in the area of compiling and disseminating information on public and private vocational-technical programs, apprenticeship programs, and academic training programs are the most important competencies identified in the category of vocational and career development.

2. Competencies needed by counselors in the area of "planning and implementing career and pre-vocational programs" are more important than the competencies needed by the counselor in the area of "identifying, understanding, and relating to others in business and industry."

3. Counseling and decision-making competencies suggested by the respondents are highly important although they were not originally identified in any of the areas of the vocational and career development category.

Based on the results of the study the following major recommendations were made.

1. It is recommended that counselor training programs provide the following: a) learning activities which will enable counselors to plan and implement short courses to assist students in developing job acquisition skills; b) learning activities that will enable the development of the skills needed to establish and operate a job placement service utilizing representatives from business, industry, and community agencies in placing students; c) an understanding of career education as it relates to pre-vocational education and the ability to establish pre-vocational exploratory programs; and d) learning activities that will enable counselors to relate to and assist a wide range of students in the decision-making processes.

2. Counselor training institutions and local school systems should conduct inservice workshops for existing counselors, principals, and superintendents based on the vocational and career development competencies identified in the study.

3. Counselor training programs should provide the opportunity for counselors to complete prolonged internships in area vocational-technical schools, technical institutes, community colleges, and apprenticeship programs to enable them to identify the training opportunities offered by those agencies.

ABSTRACT # 18

Title: The Relationship between a Developing Career Education Program and the Career Maturity of Secondary Students

Researcher: Greene, Stanley Dee, Ph.D.

Sponsoring Institution: Kansas State University

Date of Approval: 1973

Chairman of Dissertation Committee: not stated

Availability:

74-6614 Xerox University Microfilms, Ann Arbor, Michigan

ED089059 ERIC

Other means of availability: Abstract available in XUM Vol. 34, No. 9, p. 5817A

Analysis of Dissertation

(*) Major Emphasis (X) Minor Emphasis

Emphasis in relation to Federal Definition of Career Education:

( ) 1. Increase the relationship between schools and society as a whole;
( ) 2. Provide opportunities for counseling, guidance and career development for all children;
(*) 3. Relate the subject matter of the curricula of schools to the needs of persons to function fully in society;
( ) 4. Extend the concept of the education process beyond the school into the area of employment and the community;
( ) 5. Foster flexibility in attitudes, skills, and knowledge in order to enable persons to cope with accelerating change and obsolescence;
( ) 6. Make education more relevant to employment and functioning in society; and
( ) 7. Eliminate any distinction between education for vocational purposes and general or academic education.

( ) All of above.

Emphasis on a specific stage of career development:

( ) Career awareness
( ) Career exploration
(*) Career planning
(*) Career progression
( ) Career choice

Methodology of research:

( ) Questionnaire
(*) Test scores
( ) Interviews
( ) Panel results
( ) Observation
( ) Other:

Type of study related to implementation:

( ) Goals or description of outcomes for Career Education
( ) Current status of Career Education
- school
- district
- county
- state
- nation

(*) Evaluation of effectiveness of Career Education Programs:
- summative evaluation
- formative evaluation
- data collection techniques
- evaluation system

Domain Emphasized:

( ) cognitive ( ) skills
( ) affective (*) combination:

career maturity; career competence

Judgments on significance of research:

Researcher	Reviewer	
( )	( )	New area of research
( )	( )	Practicality of research
( )	( )	Basic theory treated
( )	( )	Cost oriented
(*)	(*)	Student benefit oriented
( )	( )	Professional education oriented

On the following pages will be found a presentation of: (1) the problem; (2) methods and procedures; and (3) summary of findings.

Greene, S.D., "The Relationship between a Developing Career Education Program and the Career Maturity of Secondary School Students." Doctoral dissertation, Kansas State University, 1973.

1. The Problem

The purpose of this study was to determine if exposure to the concepts of career education increases the career maturity and the career competencies of selected junior and senior high schools, grades seven through twelve in Santa Barbara, California.

2. Methods and Procedures

Fifty students from each grade level (7-12) were randomly selected from both the experimental and control schools. A total of 531 students were pretested in September of 1972 and posttested in May of 1973. Crites' Career Maturity Inventory Attitude Scale a standardized instrument and the Santa Barbara Occupation Information Survey (SBOIS) a district-constructed instrument were used to measure the maturity of career attitudes. The CMI Career Competency Tests were used to test for Career Competencies in five areas.

The treatment in this study was an experimental career education program and consisted of five components: 1) teacher in-service, 2) junior high school curriculum, 3) senior high school curriculum, 4) guidance and counseling, and 5) placement. Students in the experimental groups were exposed to intensive career guidance and were enrolled in classes in which the teachers modified their presentation of subject matter to include career-relevant material. These teachers also received continuous in-service training in career education. The students in the control groups were not exposed to intensive career guidance or enrolled in classes with career-relevant emphasis. The teacher involved with the control groups did not receive in-service training in career education.

A pretest-posttest design was employed with program, sex, and grade serving as main factors in a factorial experiment utilizing unequal sample sizes.

A three-way analysis of variance was applied to pretest data to determine the similarity between the control and experiment before the experimental program was introduced. Because several important differences were found, the seven hypotheses of the study were tested by a three-way analysis of variance of the gain scores (posttest minus pretest).

3. Summary of Findings

All seven of the hypotheses regarding program effects were rejected. The program effects were quite large. On all three measures the mean difference ranged from .46 to .97 of a standard deviation of the gain scores. Only one sex difference was found where the male mean was higher than females on planning ability. Only one grade difference was found where Grade 10 was higher on problem solving ability than Grades 11 and 12. Of the twenty-eight interactions which were tested only four were significant and each of these were involved with program effects.

The experimental career education program appeared to effectively increase the maturity of career attitudes. The school district designed instrument was relatively stronger in measuring career attitudes than the standardized instrument.

The career education program also appeared effective in fostering gains on career competencies as measured by the CMI Career Competency Tests. Relative gains were higher for competencies involving logical or rational thinking than for competencies requiring analysis of oneself.

In general, the career education program appeared to be equally effective for both sexes and for all six grade levels.

The Santa Barbara Occupation Interest Survey (SBOIS) instrument should be refined through reliability, validity, and item analysis studies.

Until standardized testing devices become available it is recommended that school districts design their own instruments to measure career education concepts.

Further research should be directed to the question of improving established career education programs.

ABSTRACT # 19

Title: Relationship of the Meaning and Value of Work and Selected Demographic Variables of Vocational Teachers and their Students.

Researcher: Gregor, Thomas G.

Sponsoring Institution: University of Missouri - Columbia
Date of Approval: not stated
Chairman of Dissertation Committee: Dr. W. R. Miller
Availability:
not yet listed Xerox University Microfilms, Ann Arbor, Michigan
not listed ERIC
Other means of availability: Abstract provided by the University of Missouri - Columbia

Analysis of Dissertation

(*) Major Emphasis (X) Minor Emphasis

Emphasis in relation to Federal Definition of Career Education:
( ) 1. Increase the relationship between schools and society as a whole;
( ) 2. Provide opportunities for counseling, guidance and career development for all children;
( ) 3. Relate the subject matter of the curricula of schools to the needs of persons to function fully in society;
( ) 4. Extend the concept of the education process beyond the school into the area of employment and the community;
(X) 5. Foster flexibility in attitudes, skills, and knowledge in order to enable persons to cope with accelerating change and obsolescence;
(*) 6. Make education more relevant to employment and functioning in society; and
( ) 7. Eliminate any distinction between education for vocational purposes and general or academic education.

( ) All of above.

Emphasis on a specific stage of career development:
(*) Career awareness
(*) Career exploration
(*) Career planning
(*) Career progression
(*) Career choice

Methodology of research:
( ) Questionnaire
(*) Test scores
( ) Interviews
( ) Panel results
( ) Observation
( ) Other:

Type of study related to implementation:
(*) Goals or description of outcomes for Career Education
( ) Current status of Career Education
- school
- district
- county
- state
- nation
( ) Evaluation of effectiveness of Career Education Programs:
- summative evaluation
- formative evaluation
- data collection techniques
- evaluation system

Domain Emphasized:
( ) cognitive ( ) skills
(*) affective ( ) combination:

Judgments on significance of research:

Researcher	Reviewer	
( )	( )	New area of research
( )	( )	Practicality of research
(*)	(*)	Basic theory treated
( )	( )	Cost oriented
(*)	(*)	Student benefit oriented
(*)	(*)	Professional education oriented

On the following pages will be found a presentation of: (1) the problem; (2) methods and procedures; and (3) summary of findings.

Gregor, T.G., "Relationship of the Meaning and Value of Work and Selected Demographic Variables of Vocational Teachers and their Students." Doctoral dissertation, University of Missouri - Columbia, not stated.

1. The Problem

The theories of career development suggest that individuals formulate attitudes and a value orientation towards work. The attitudes and values developed during adolescence are critical in the individual's orientation and satisfaction with an occupation.

Sufficient data are not available for school personnel to assist individuals in adequately developing a value orientation of work conducive to future job satisfaction. Thus, the problem which provided the focus for this study was the lack of adequate data regarding: (1) the meaning and value which students and teachers of vocational education associate with work, (2) the demographic characteristics which may influence their meaning and value of work, and (3) the relationship of the meaning and values of work to the job satisfaction of vocational education teachers.

The purposes of this study were to ascertain: (1) whether or not vocational education students perceive work in the same manner as their vocational education teachers, and (2) whether or not job satisfaction and selected demographic variables are related to the meaning and the value of work as perceived by vocational education teachers.

More specifically this study attempted to answer the following questions: (1) what are the meanings and the values of work as perceived by twelfth grade vocational education students and their vocational education teachers? (2) What is the relationship of selected demographic variables to the meaning and the value of work for twelfth grade vocational education students? (3) What is the relationship of selected demographic variables to the meaning of work, the value of work, and job satisfaction for vocational education teachers? (4) What degree of relationship exists between the scores on instruments designed to measure the meaning of work, the value of work, and job satisfaction of vocational education teachers in the State of Missouri?

2. Methods and Procedures

A multi-stage technique was used to select the sample. The investigation used data collected from: (1) twelfth grade vocational education students, and (2) their respective vocational education teachers in the State of Missouri. Data were secured through the administration of the Meaning and Value of Work Scale, Job Satisfaction Scale, and demographic inventories.

Methods and Procedures (cont.)

Statistical analysis included independent t-test multiple regression analysis and correlational analysis. The independent variables which were significantly related to the dependent variables were tested for multicollinearity.

3. Summary of Findings

1. The mean scores on the Meaning of Work, and the Value of Work of the teachers were significantly higher than their twelfth grade vocational education students. It was concluded that teachers have a broader interpretation of the meaning of work and a more intrinsic work value orientation than their students.

2. It was found that the teacher's family size was significantly related to their scores on the Meaning of Work scale and their mother's education was related to their scores on the Job Satisfaction Scale. In addition, there was no demographic variable which was significantly related to their scores on the Value of Work scale.

3. It was found that combinations of selected demographic variables were significantly related to the twelfth grade vocational education student's scores on the Meaning of Work and the Value of Work scales.

4. It was concluded that the teacher's perception of work can be expected to be related to their job satisfaction and their work value orienation. However, their work value orientation may not be related to their job satisfaction.

ABSTRACT # 20

Title: The Relationship of Selected Secondary School Programs and the Occupational Status of EMR Males

Researcher: Grim, Thomas Aaron, Ph.D.

Sponsoring Institution: University of Missouri - Columbia
Date of Approval: 1974
Chairman of Dissertation Committee: Dr. W. R. Miller, Dr. Franklin King
Availability:
75-15,996 Xerox University Microfilms, Ann Arbor, Michigan
Not listed ERIC
Other means of availability: XUM Abstracts 36/01, p. 250A

Analysis of Dissertation

(*) Major Emphasis (X) Minor Emphasis

Emphasis in relation to Federal Definition of Career Education:
(X) 1. Increase the relationship between schools and society as a whole;
(*) 2. Provide opportunities for counseling, guidance and career development for all children;
( ) 3. Relate the subject matter of the curricula of schools to the needs of persons to function fully in society;
( ) 4. Extend the concept of the education process beyond the school into the area of employment and the community;
( ) 5. Foster flexibility in attitudes, skills, and knowledge in order to enable persons to cope with accelerating change and obsolescence;
( ) 6. Make education more relevant to employment and functioning in society; and
(X) 7. Eliminate any distinction between education for vocational purposes and general or academic education.

( ) All of above.

Emphasis on a specific stage of career development:
( ) Career awareness
( ) Career exploration
( ) Career planning
(*) Career progression
( ) Career choice

Methodology of research:
(*) Questionnaire
(*) Test scores
(*) Interviews
( ) Panel results
( ) Observation
( ) Other:

Type of study related to implementation:
( ) Goals or description of outcomes for Career Education
( ) Current status of Career Education
- school
- district
- county
- state
- nation

(*) Evaluation of effectiveness of Career Education Programs:
* summative evaluation
- formative evaluation
- data collection techniques
- evaluation system

Domain Emphasized:
( ) cognitive ( ) skills
( ) affective (X) combination:

employment results - 4 dimensions

Judgments on significance of research:

Researcher	Reviewer	
( )	( )	New area of research
( )	( )	Practicality of research
( )	( )	Basic theory treated
( )	( )	Cost oriented
(*)	(*)	Student benefit oriented
( )	( )	Professional education oriented

On the following pages will be found a presentation of: (1) the problem; (2) methods and procedures; and (3) summary of findings.

Grim, T.A., "The Relationship of Selected Secondary School Programs and the Occupational Status of EMR Males." Doctoral dissertation, University of Missouri - Columbia, 1974.

1. The Problem

The purpose of this study was to ascertain and compare demographic and occupational information about EMR males that had either graduated or dropped out of the following three secondary school curricula: 1) general education, 2) vocational education, and 3) work-study.

2. Methods and Procedures

The sample included 65 EMR males that had enrolled in the tenth and eleventh grades in the Springfield, Missouri Public Schools during the 1968-1969 school year.

Data for this study were collected from 1) high school records, 2) local and central files of Vocational Rehabilitation, 3) the district offices of Neighborhood Youth Corps and the Concentrated Employment Program, 4) a structured interview with the respondents, and 5) an employer's information form. The data were analyzed using descriptive statistics; the null hypotheses were tested utilizing two-way analysis of variance. Frequencies, percents and mean ratings were presented in tabular form for the purpose of describing findings which did not require more complex statistical analysis.

The respondents' intelligence quotients were secured from records of individualized tests while the respondents were in school; the range of intelligence quotients was from 56 to 85 with a mean of 73.6. The age of the respondents at time of interview ranged from twenty years and five months to twenty-four years and one month; the mean age was twenty-one years and ten months.

Eighteen and one-half percent of the respondents were enrolled in a general education program while in high school; 44.4 percent were in vocational education; and, 37 percent were classified as work-study.

3. Summary of Findings

The following conclusions are based upon the findings relative to the hypotheses:

1. EMR students who experience the three curricular programs, graduate or dropout without regard to intelligence quotient.

Summary of Findings (cont.)

2. EMR students who work during high school will find full-time employment sooner than those without work experience.

3. EMR vocational students are better satisfied with the overall efforts of the high school in preparing them for employment than students from either of the other two curricular programs.

4. Students from the three educational programs, both graduates and dropouts, perceive the commonalities of their programs favorably and essentially the same.

5. There is no assurance of EMR's from any of the three educational programs differing significantly in 1) employment status, 2) current wage or yearly income, 3) job satisfaction, or 4) employer ratings.

ABSTRACT # 21

Title: Teacher's Perceptions of Social Relationships in Selected County Vocational Schools in the State of New Jersey

Researcher: Gustafson, Roger Lee, Ed.D.

Sponsoring Institution: Rutgers - the State University
Date of Approval: 1973
Chairman of Dissertation Committee: Dr. Charles Drawbaugh
Availability:
73-32,317 Xerox University Microfilms, Ann Arbor, Michigan
not listed ERIC
Other means of availability:

Analysis of Dissertation

(*) Major Emphasis (X) Minor Emphasis

Emphasis in relation to Federal Definition of Career Education:
( ) 1. Increase the relationship between schools and society as a whole;
( ) 2. Provide opportunities for counseling, guidance and career development for all children;
( ) 3. Relate the subject matter of the curricula of schools to the needs of persons to function fully in society;
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( ) 6. Make education more relevant to employment and functioning in society; and
(*) 7. Eliminate any distinction between education for vocational purposes and general or academic education.

( ) All of above.

Emphasis on a specific stage of career development:
( ) Career awareness
( ) Career exploration
( ) Career planning
( ) Career progression
( ) Career choice

Methodology of research:
(*) Questionnaire
(*) Test scores
( ) Interviews
( ) Panel results
( ) Observation
( ) Other:

Type of study related to implementation:
( ) Goals or description of outcomes for Career Education
(X) Current status of Career Education
- school
- district
- county
X state
- nation
( ) Evaluation of effectiveness of Career Education Programs:
- summative evaluation
- formative evaluation
- data collection techniques
- evaluation system

Domain Emphasized:
( ) cognitive ( ) skills
(*) affective ( ) combination:

Judgments on significance of research:

Researcher	Reviewer	
( )	( )	New area of research
( )	( )	Practicality of research
( )	( )	Basic theory treated
( )	( )	Cost oriented
( )	( )	Student benefit oriented
(*)	(*)	Professional education oriented

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On the following pages will be found a presentation of: (1) the problem; (2) methods and procedures; and (3) summary of findings.

Gustafson, R.L., "Teacher's Perceptions of Social Relationships in Selected County Vocational Schools in the State of New Jersey." Doctoral dissertation, Rutgers - The State University, 1973.

1. The Problem

The purpose of this study was to determine if a difference existed among academic, related; and skills teachers' perceptions of social relationships in selected county vocational schools in the State of New Jersey. In addition, the study took into account differences in the teachers' backgrounds and personal characteristics, such as years of non-teaching work experience, type of work experience, major area of study, degrees held, number of years of teaching experience, number of years in building, age, and sex.

2. Methods and Procedures

The instrument used in the study was the Organizational Climate Description Questionnaire (OCDQ) developed by Halpin and Croft (1962). The questionnaire has eight subtests. Four of the subtests are concerned with the behavior of the teachers and four are concerned with the behavior of the principal.

The OCDQ was administered in 6 full-time county vocational schools which were directed by county boards of vocational education. Of the 258 teachers responding to the questionnaire, 95 were academic teachers, 34 were related teachers, and 129 were skills teachers.

The academic, related, and skills teachers' mean scores were compared on each of the OCDQ subtests and on openness scores by the analysis of variance statistic. Where significant differences occurred, the Scheffe test was used to determine which pairs of mean scores were different.

3. Summary of Findings

There were no significant differences in mean scores among academic, related, and skills teachers on the subtest Disengagement.

There were significant differences in mean scores among academic, related, and skills teachers on the subtest Hindrance. The related teachers had more positive mean scores in comparison to those of skills teachers.

Summary of Findings (cont.)

Significant differences were found in mean scores among academic, related, and skills teachers on the subtest Esprit. The related teachers had more positive mean scores in comparison to those of academic teachers.

There were no significant differences in mean scores among the academic, related, and skills teachers on the subtest Intimacy.

No significant differences were found in mean scores among academic, related, and skills teachers on the subtest Aloofness.

There were no significant differences in mean scores among academic, related, and skills teachers on the subtest Production Emphasis.

Significant differences in mean scores were found among academic, related, and skills teachers on the subtest Consideration. Related and skills teachers had more positive mean scores than academic teachers.

There were significant differences among the academic, related, and skills teachers' openness scores. Related and skills teachers had more positive mean scores than academic teachers.

The teachers' mean scores on the OCDQ subtests and on openness scores in relation to their backgrounds and personal characteristics were tested using the analysis of variance and Scheffe test. Significant differences were found among teachers on the following variables: years of non-teaching work experience, major area of study, degrees held, number of years in building, age, and sex.

It was concluded that significant differences existed among academic, related, and skills teachers' perceptions of social relationships in the vocational schools. Vocational schools have unique personalities or social climates.

ABSTRACT # 22

Title: A Study of Selected Factors Associated with the Participation in Employment of Rural Low Income Adults.
Researcher: Harris, Everett Wayne, Ed.D.
Sponsoring Institution: University of Illinois at Urbana - Champaign
Date of Approval: 1973
Chairman of Dissertation Committee: not stated
Availability:
74-5588 Xerox University Microfilms, Ann Arbor, Michigan
ED086865 ERIC
Other means of availability:

Analysis of Dissertation

(*) Major Emphasis (X) Minor Emphasis

Emphasis in relation to Federal Definition of Career Education:
( ) 1. Increase the relationship between schools and society as a whole;
( ) 2. Provide opportunities for counseling, guidance and career development for all children;
( ) 3. Relate the subject matter of the curricula of schools to the needs of persons to function fully in society;
(X) 4. Extend the concept of the education process beyond the school into the area of employment and the community;
(*) 5. Foster flexibility in attitudes, skills, and knowledge in order to enable persons to cope with accelerating change and obsolescence;
(X) 6. Make education more relevant to employment and functioning in society; and
( ) 7. Eliminate any distinction between education for vocational purposes and general or academic education.

( ) All of above.

Emphasis on a specific stage of career development:
( ) Career awareness
( ) Career exploration
(*) Career planning
( ) Career progression
( ) Career choice

Methodology of research:
( ) Questionnaire
(*) Test scores
( ) Interviews
( ) Panel results
( ) Observation
( ) Other:

Type of study related to implementation:
( ) Goals or description of outcomes for Career Education
( ) Current status of Career Education
- school
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( ) Evaluation of effectiveness of Career Education Programs:
- summative evaluation
- formative evaluation
- data collection techniques
- evaluation system

Domain Emphasized:
( ) cognitive ( ) skills
(*) affective ( ) combination:

Judgments on significance of research:

Researcher	Reviewer	
( )	( )	New area of research
( )	( )	Practicality of research
( )	( )	Basic theory treated
( )	( )	Cost oriented
(*)	(*)	Student benefit oriented
( )	( )	Professional education oriented

On the following pages will be found a presentation of: (1) the problem; (2) methods and procedures; and (3) summary of findings.

Harris, E.W., " A Study of Selected Factors Associated with the Participation in Employment of Rural Low Income Adults." Doctoral dissertation, University of Illinois at Urbana - Champaign, 1973.

1. The Problem

The primary purpose of this study was to determine whether or not there are differences in selected aspects of commitment to work among rural low income adults who were 1) employed, 2) unemployed, and 3) out of the labor force (nonparticipating).

The dimensions of the data collected for the study were: 1. Family characteristics. 2. Personal characteristics. 3. Job seeking information. 4. Occupational preparation and assistance. 5. Desired occupational preparation. 6. Employment history. 7. Work values.

2. Methods and Procedures

The population consisted of all rural low income family units in the seven county Economic Development Area of northern Vermont. A county was randomly selected, and the population of rural low income family units identified. A random sample of 43 family units, stratified by township, was drawn. Data were collected from each adult 18-65 years of age and not in school, who was a member of a family unit in a rural residence which had a 1971 employment income that did not exceed a level established from the variable poverty index used.

Seven instruments developed by the investigator and Super's Work Values Inventory were administered to 73 adults in 41 family units during April and May, 1972.

The respondents' survey week labor force and employment status were grouped into the following family unit "current participation in employment" groups: 1. Dual heads, both of whom were employed or unemployed. 2. Dual heads with one or two labor force nonparticipants. 3. Single heads who are either employed or nonparticipants.

The 1971 labor force and employment status for family units with dual heads were grouped into the following "1971 participation in employment" groups: 1. Dual heads, both of whom were employed or unemployed. 2. Dual heads with one or two nonparticipants.

Analysis of variance, chi-square, t-test, and coefficient of correlation statistics were used to analyze selected data.

3. Summary of Findings

The labor market behavior of the respondents in this study revealed considerable movement among employment, unemployment, and nonparticipation.

1. "Current Participation in Employment." Of the 43 family units in this study, 20.9 percent contained dual heads which were both classified as labor force participants during the survey week; 48.8 percent contained dual heads with one or both classified as nonparticipants during the survey week; and 30.3 percent contained a single head either employed or a nonparticipant during the survey week.

2. "1971 Participation in Employment." Of the 30 family units with dual heads in this study, 46.7 percent had both respondents in the labor force during 1971 and 53.3 percent had one or more nonparticipants during 1971.

3. Survey Week Employment. Fewer than two-thirds (60.5 percent) of the family units had employed adults during the survey week.

4. 1967-1971 Employment History. A five-year employment history (1967-1971) revealed a mean of 26 weeks of annual employment and nearly 60 weeks of nonemployment for the 1967-1971 period for all respondents.

5. Employment Income. Income from employment provided approximately one-half the income criterion considered necessary to meet the family economic requirements in the job environment of 1971. Single heads received less employment income than dual heads. Single heads were also more apt to be receiving nonemployment income, e.g., food stamps, public assistance, than dual heads.

6. Despite numerous social and economic handicaps, rural low income adults remain committed to work as a means of gaining certain extrinsic and intrinsic satisfactions.

7. Personal health and physical condition are exerting a constraint on employment for the nearly one-third of the family units headed by a single unit.

8. Rural low income adults report a large amount of involuntary nonemployment. The nearly 60 weeks of nonemployment during 1967-1971 reported in this study were primarily attributed to the economic climate, health factors, and the presence of children.

Summary of Findings (cont.)

9. Eighty percent of the female nonparticipants describing themselves as homemakers expressed a positive interest in employment if certain constraints of health, children, and a husband's negative attitude were satisfactorily resolved.

10. Rural low income adults have a limited network of job information. The most frequently cited sources were the informal means of direct employer contact and help wanted advertisements. Direct employer contact and the state employment office were judged most effective.

11. Few rural low income adults report that they have never experienced a good job, fewer than 17 percent of the respondents in this study.

12. Rural low income adults desire to improve their occupational competence. Nearly two-thirds of the respondents mentioned one or more specific areas for which they desired training activities.

13. The Work Values Inventory scores revealed that in general the respondents judged the extrinsic values of economic rewards and supervisory relations to be most important and the intrinsic values of management and esthetics to be least important to them.

ABSTRACT # 23

Title: Developmental Patterns of Student Attitudes toward the World of Work and Relationships between Selected Correlates

Researcher: Harris, Mollie Ruth D., Ed.D.

Sponsoring Institution: University of Georgia

Date of Approval: 1973

Chairman of Dissertation Committee: Dr. George L. O'Kelley

Availability:

73-31,893 Xerox University Microfilms, Ann Arbor, Michigan

not listed ERIC

Other means of availability:

Analysis of Dissertation

(*) Major Emphasis (X) Minor Emphasis

Emphasis in relation to Federal Definition of Career Education:

( ) 1. Increase the relationship between schools and society as a whole;
(X) 2. Provide opportunities for counseling, guidance and career development for all children;
( ) 3. Relate the subject matter of the curricula of schools to the needs of persons to function fully in society;
( ) 4. Extend the concept of the education process beyond the school into the area of employment and the community;
(*) 5. Foster flexibility in attitudes, skills, and knowledge in order to enable persons to cope with accelerating change and obsolescence;
( ) 6. Make education more relevant to employment and functioning in society; and
( ) 7. Eliminate any distinction between education for vocational purposes and general or academic education.

( ) All of above.

Emphasis on a specific stage of career development:

(*) Career awareness
( ) Career exploration
( ) Career planning
( ) Career progression
( ) Career choice

Methodology of research:

(X) Questionnaire
(*) Test scores
( ) Interviews
( ) Panel results
( ) Observation
( ) Other:

Type of study related to implementation:

( ) Goals or description of outcomes for Career Education
(*) Current status of Career Education
- school
* district
- county
- state
- nation
( ) Evaluation of effectiveness of Career Education Programs:
- summative evaluation
- formative evaluation
- data collection techniques
- evaluation system

Domain Emphasized:

( ) cognitive ( ) skills
(*) affective ( ) combination:

Judgments on significance of research:

Researcher	Reviewer	
( )	( )	New area of research
( )	( )	Practicality of research
( )	( )	Basic theory treated
( )	( )	Cost oriented
( )	( )	Student benefit oriented
(*)	(*)	Professional education oriented

On the following pages will be found a presentation of: (1) the problem; (2) methods and procedures; and (3) summary of findings.

Harris, M.R., "Developmental Patterns of Student Attitudes toward the World of Work and Relationships between Selected Correlates." Doctoral dissertation, University of Georgia, 1973.

1. The Problem

The purpose of this study was: (1) to develop an instrument to measure attitudes toward selected occupations, (2) to investigate the developmental trends of the students' attitude toward the world of work, and (3) to examine the relationship between selected correlates and attitudes toward the occupations.

2. Methods and Procedures

The population for this study was 1,022 students in the Comprehensive Career Education Model Schools (grades 3-12) of the Atlanta City School System. Four research instruments were administered in order to examine factors at work in the process of the development of attitudes toward occupations. The attitude scale, How I feel About Jobs, was developed to measure student attitudes toward selected occupations. A Things-Done Inventory was also developed to determine activities participated in related to the occupations. Other instruments used in the study were the Kiddie Mach Scale and Coopersmith's Self-Esteem Inventory.

3. Summary of Findings

Major conclusions of the study were as follows: (1) Students attitudes toward the world of work did not become increasing more complex as a function of age. One factor appeared to be all that was necessary to describe the attitude domain in each grade level. Investigation of this dimension revealed the extracted factor may be that of socio-economic status associated with the occupations. (2) There was a significant positive relationship between Machiavellianism and student attitudes toward occupations requiring more contact with people in interpersonal relationships. (3) There was a positive relationship between the socio-economic status (SES), a student aspiration and socio-economic status (SES) of parents aspiration for the student. (4) The higher socio-economic students were more positively associated than lower socio-economic students with the higher socio-economic status occupations. The lower the SES the more positive the relationship between SES and attitudes toward the lower socio-economic status occupations. (5) Significant positive relationships were found between attitudes toward the occupations and things (activities participated in) which were related to those occupations. (6) Females had a more positive attitude toward traditionally female dominated occupations than males, and males had a more positive attitude toward the traditionally male dominated occupations than females. (7) Blacks had a

Summary of Findings (cont.)

more positive attitude than whites toward all of the occupations examined except lawyer, farm owner or operator, United States President and medical doctor.

ABSTRACT # 24

Title: A Study of Selected Nonintellectual Variables among Groups of Students in a Technical Institute

Researcher: Ingram, Fred James
Sponsoring Institution: Oklahoma State University
Date of Approval: 1973
Chairman of Dissertation Committee: not stated
Availability:
74-8050 Xerox University Microfilms, Ann Arbor, Michigan
not listed ERIC
Other means of availability:

Analysis of Dissertation

(*) Major Emphasis (X) Minor Emphasis

Emphasis in relation to Federal Definition of Career Education:
( ) 1. Increase the relationship between schools and society as a whole;
(*) 2. Provide opportunities for counseling, guidance and career development for all children;
(X) 3. Relate the subject matter of the curricula of schools to the needs of persons to function fully in society;
( ) 4. Extend the concept of the education process beyond the school into the area of employment and the community;
( ) 5. Foster flexibility in attitudes, skills, and knowledge in order to enable persons to cope with accelerating change and obsolescence;
( ) 6. Make education more relevant to employment and functioning in society; and
( ) 7. Eliminate any distinction between education for vocational purposes and general or academic education.

( ) All of above.

Emphasis on a specific stage of career development:
( ) Career awareness
( ) Career exploration
(*) Career planning
( ) Career progression
( ) Career choice

Methodology of research:
( ) Questionnaire
(*) Test scores
( ) Interviews
( ) Panel results
( ) Observation
( ) Other:

Type of study related to implementation:
( ) Goals or description of outcomes for Career Education
( ) Current status of Career Education
- school
- district
- county
- state
- nation
(X) Evaluation of effectiveness of Career Education Programs:
X summative evaluation
- formative evaluation
- data collection techniques
- evaluation system

Domain Emphasized:
( ) cognitive ( ) skills
(*) affective ( ) combination:

Judgments on significance of research:

Researcher	Reviewer	
( )	( )	New area of research
( )	(*)	Practicality of research
( )	( )	Basic theory treated
( )	( )	Cost oriented
( )	(X)	Student benefit oriented
(*)	(*)	Professional education oriented

107

On the following pages will be found a presentation of: (1) the problem; (2, methods and procedures; and (3) summary of findings.

Ingram, F.J., "A Study of Selected Nonintellectual Variables among Groups of Students in a Technical Institute." Doctoral dissertation, Oklahoma State University, 1973.

1. The Problem

The purpose of this study was to determine if there are any nonintellectual characteristics peculiar to successful technical students which can be used to increase the effectiveness of counselors and administrators.

2. Methods and Procedures

In this study, 209 technical education students were tested at the beginning of the fall quarter (1971). Subjects were selected from the total population at the State Technical Institute at Memphis, Tennessee. Freshmen and first-quarter second year students were tested on four variables: Personality, interest, values, and socioeconomic position. The students were tested on 31 scales of four selected instruments: The Omnibus Personality Inventory, the Kuder Preference Record, The Study of Values, and the Two Factor Index of Social Position. Dropouts from 209 subjects were enumerated two quarters after the measure was administered.

The specific questions posed in relation to this purpose were: 1) Are there any significant differences between (a) dropouts and persisting technical students, (b) entering freshmen and first-quarter second year students, (c) freshmen persistors and freshmen dropouts, or (d) freshmen persistors and first-quarter second year students when the scores of these groups on 31 scales measuring the variables of interest, values, personality, and socioeconomic position are compared? 2) Are there any significant differences or characteristic profiles exhibited among (a) entering freshmen, first-quarter second-year students, dropouts, and persistors, or (d) persisting freshmen, freshmen dropouts, persisting second year students, and second year dropouts when the scores of these groups on 31 scales measuring the variables of interest, values, personality, and socioeconomic position are compared? 3) Is there a significant difference or characteristic profile exhibited when the total group compared with the norm group on 31 scales measuring the variables of interest, value, personality, and socioeconomic position? Statistics were furnished by the 2 X 2 factorial analysis of variance.

3. Summary of Findings

It was concluded that technical education students at the participating institution do have nonintellectual characteristics peculiar to successful technical students and this information could increase the effectiveness of counselors and administrators. Differences between the dropouts and persisting students were found on six of the 31 scales. Differences were found between freshmen and second year students on 20 of the 31 scales.

The result of this study tends to indicate that dropouts and persisting students do exhibit characteristic profiles: differences were found and discussed. It was concluded that freshmen and second year technician students also exhibit characteristic profiles; however, the two groups followed the same pattern.

Analysis of the data indicate that students at the participating institution tend to score differently than the norm population used to standardize the measures of selected variables. Technician students scored significantly higher on three scales and lower on 13 scales than did the norm group.

ABSTRACT # 25

Title: A Study of Relationships between Demographic Variables, Parental Attitudes & Parental Understanding of Career Education

Researcher: Jarmer, Gary Edward, Ph.D.

Sponsoring Institution: Kansas State University

Date of Approval: 1974

Chairman of Dissertation Committee: not stated

Availability:

75-2523 Xerox University Microfilms, Ann Arbor, Michigan

not listed ERIC

Other means of availability: Abstract in XUM Vol. 35, No. 8, P. 5231A

Analysis of Dissertation

(*) Major Emphasis (X) Minor Emphasis

Emphasis in relation to Federal Definition of Career Education:

( ) 1. Increase the relationship between schools and society as a whole;
( ) 2. Provide opportunities for counseling, guidance and career development for all children;
( ) 3. Relate the subject matter of the curricula of schools to the needs of persons to function fully in society;
( ) 4. Extend the concept of the education process beyond the school into the area of employment and the community;
( ) 5. Foster flexibility in attitudes, skills, and knowledge in order to enable persons to cope with accelerating change and obsolescence;
( ) 6. Make education more relevant to employment and functioning in society, and
( ) 7. Eliminate any distinction between education for vocational purposes and general or academic education.

(*) All of above.

Emphasis on a specific stage of career development:

(*) Career awareness
(*) Career exploration
(*) Career planning
(*) Career progression
(*) Career choice

Methodology of research:

(*) Questionnaire
( ) Test scores
( ) Interviews
( ) Panel results
( ) Observation
( ) Other:

Type of study related to implementation:

(*) Goals or description of outcomes for Career Education
( ) Current status of Career Education
- school
- district
- county
- state
- nation
( ) Evaluation of effectiveness of Career Education Programs:
- summative evaluation
- formative evaluation
- data collection techniques
- evaluation system

Domain Emphasized:

(X) cognitive ( ) skills
(*) affective ( ) combination:

Judgments on significance of research:

Researcher	Reviewer	
( )	( )	New area of research
( )	(X)	Practicality of research
( )	( )	Basic theory treated
( )	( )	Cost oriented
(*)	(*)	Student benefit oriented
( )	( )	Professional education oriented

110

On the following pages will be found a presentation of: (1) the problem; (2) methods and procedures; and (3) summary of findings.

Jarmer, G.E., "A Study of Relationships between Demographic Variables, Parental Attitudes and Parental Understanding of Career Education." Doctoral dissertation, Kansas State University, 1974.

1. The Problem

Since 1917 Congress has expanded its interest in education which relates to occupations. Career education, as an emerging concept, has drawn the interest of educators. The purposes of this study was to determine if significant relationships existed between parental involvement in K-6 school related activities, parental attitudes toward career education and parental understanding of career education as introduced at the K-6 levels. Also considered were significantly related demographic variables which affected parental involvement, attitudes and understanding of career education.

2. Methods and Procedures

The study was undertaken at Topeka, Kansas, within Unified School District 437. All parents or guardians of K-6 children were eligible for participation. Children delivered, and returned to school; two opinionnaires (one for each parent) prepared by the researcher. Of the families possible, 81.29 percent were represented by returned opinionnaires from one or both parents. Statistical procedures were chosen to determine reliability of the instrument and relationships referred to in the problem statements. Those procedures were: coefficient alpha, item analysis, least squares analysis of variance and pooled within cell correlation coefficients. For all statistical analysis, the .05 level of significance was used.

3. Summary of Findings

Findings indicate that sex, educational level and age of parents are significantly ($p. < .05$) related to parental attitudes toward career education. Grade of oldest K-6 child, educational level and age of parents are significantly related to parental involvement in K-6 school related activities associated specifically with career education while children's attendance center, sex of parents, grade of oldest K-6 child are significantly related to parental involvement in K-6 school related activities not associated specifically with career education. Children's attendance center, sex of parents, number of K-6 children in family, grade of oldest K-6 child, educational level of parents and income level of family are significantly related to parental understanding of career education.

Summary of Findings (cont.)

Correlation coefficients ranging from .08 to .55 were found to exist between parental involvement parental attitudes and parental understanding of career education. All were significant at the .05 level.

Responding K-6 parents did demonstrate a positive attitude toward career education; however, female parents tended to the more positive than male parents. Also, parents reporting higher educational levels and younger ages were more positive in their attitude than parents with fewer years of education and parents who were older.

Parents whose oldest K-6 child was in the 5th grade were more involved in all listed K-6 school related activities. Parents whose occupation was agriculture in nature were more involved in K-6 school related activities associated specifically with career education than were parents with other occupational pursuits. Similarly, parents whose educational level was between 13 and 16 years of schooling were more involved than parents with more or less schooling. Attendance center of children seemed to make a difference in how involved parents were in K-6 school activities not associated specifically with career education. Female parents were also more involved in similar school activities than were their male counterparts.

The attendance center of children was instrumental in affecting parental understanding of career education. Females tended to better understand career education than male parents. There was evidence to indicate that parents with only one K-6 child better understood career education than did parents with more K-6 children. Parents whose oldest K-6 child was in the 3rd grade better understood career education than did parents whose oldest K-6 youngster was enrolled in other grades. More understanding of career education was also exemplified by parents with higher family incomes and greater levels of personal education.

ABSTRACT # 26

Title: The Effects of Career Education Inservice Classes on the Career Maturity of Sixth, Seventh, and Eighth Grade Students

Researcher: Kerr, Sammy Warren, Ph.D.

Sponsoring Institution: Kansas State University
Date of Approval: 1974
Chairman of Dissertation Committee:
Availability:
74-17,508 Xerox University Microfilms, Ann Arbor, Michigan
not listed ERIC
Other means of availability:

Analysis of Dissertation

(*) Major Emphasis (X) Minor Emphasis

Emphasis in relation to Federal Definition of Career Education:
( ) 1. Increase the relationship between schools and society as a whole;
( ) 2. Provide opportunities for counseling, guidance and career development for all children;
( ) 3. Relate the subject matter of the curricula of schools to the needs of persons to function fully in society;
( ) 4. Extend the concept of the education process beyond the school into the area of employment and the community;
( ) 5. Foster flexibility in attitudes, skills, and knowledge in order to enable persons to cope with accelerating change and obsolescence;
( ) 6. Make education more relevant to employment and functioning in society; and
( ) 7. Eliminate any distinction between education for vocational purposes and general or academic education.

(*) All of above.

Emphasis on a specific stage of career development:
(*) Career awareness
(*) Career exploration
(*) Career planning
(*) Career progression
(*) Career choice

Methodology of research:
( ) Questionnaire
(*) Test scores
( ) Interviews
( ) Panel results
( ) Observation
( ) Other:

Type of study related to implementation:
( ) Goals or description of outcomes for Career Education
( ) Current status of Career Education
- school
- district
- county
- state
- nation

(*) Evaluation of effectiveness of Career Education Programs:
* summative evaluation
- formative evaluation
- data collection techniques
- evaluation system

Domain Emphasized:
( ) cognitive ( ) skills
( ) affective (*) combination:

career maturity and job recognition

Judgments on significance of research:

Researcher	Reviewer	
( )	( )	New area of research
( )	( )	Practicality of research
( )	( )	Basic theory treated
( )	( )	Cost oriented
( )	(*)	Student benefit oriented
(*)	(*)	Professional education oriented

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On the following pages will be found a presentation of: (1) the problem; (2) methods and procedures; and (3) summary of findings.

Kerr, S.W., "The Effects of Career Education Inservice Classes on the Career Maturity of Sixth, Seventh, and Eighth Grade Students." Doctoral dissertation, Kansas State University, 1974.

1. The Problem

This study was conducted to determine the change in career maturity and job recognition of sixty, seventh, and eighth grade students whose teachers participated in career education inservice classes. These classes were made available in the following four north central Kansas unified school districts: Unified School District #273, Unified School District #272, Unified School District #279, and Unified School District #299. Unified School District #289 served as the control group for the study. A total of fifteen 3-hour classes was conducted throughout the academic year 1972-1973 with over 85 per cent of the teachers in grades K-8 attending these sessions regularly. The career education course was offered by Kansas State University and was conducted at a centrally located school for convenience to the teachers of all the participating districts.

These classes attempted to do several things for the teachers: (1) Establish a philosophy of career education, (2) Present the background of and reasons for career education, (3) Explain the concept of career education, (4) Provide means of implementing the concept in the classroom, and (5) Help the teachers in actually implementing the concept in their classrooms.

2. Methods and Procedures

The sixth, seventh, and eighth grade students from these four districts comprised the population in the experimental group. The sixth, seventh, and eighth grade students from Unified School District #289 comprised the population in the control group. The experimental group involved the 407 students who took the pretest in the fall of 1972 and the posttest in the spring of 1973. Likewise, the control group involved 166 students who took the pretest and posttest at the same time as the experimental group.

The Career Maturity Inventory developed by John O. Crites was chosen as a testing instrument. The Attitude Scale and the Competence Test, Part II, Knowing About Jobs were used. These sections were used as they were constructed to measure the progressive change which underlied emerging career awareness, exploration, and career decision making. Knowing About Jobs also measured diversity of knowledge of specific jobs.

Methods and Procedures (cont.)

The t-test for independent samples was used to determine if the career maturity and the knowledge of jobs of the population in the experimental group was significantly raised after their teachers had taken the career education classes.

3. Summary of Findings

The findings indicated the following results: (1) A significant difference was found in the mean gain score on the Attitude Scale with the experimental group gaining significantly more than the control group ($t=2.721$, $df = 571$, $p < .05$) with a t-score of -2.721 as significant; (2) A significant difference was found in the mean gain scores on Knowing About Jobs with the experimental group gaining significantly more than the control group ($t = -2.721$, $df = 571$, $p < .05$)with the t-score of -2.271 as significant; (3) No significant difference was found in the achievement of students in the experimental group when their teachers did not attend the career education classes as compared to the achievement of the control group on the Attitude Scale ($t = -0.623$, $df = 252$, $p < .05$); (4) A significant difference was found in the mean gain scores on Knowing About Jobs where the portion of the experimental group whose teachers did not attend the career education classes scored significantly higher than the students in the control group ($t = -3.085$, $df = 252$, p .05) with a t-score of -3.085 as significant.

In addition to the above tests, the analysis of variance was used to test the mean gain scores on the Attitude Scale by sex and grade for the experimental group. No significant difference was found in the mean gain scores by sex, although on the pretest, females scored significantly higher than males. A significant difference was found by grade in the mean gain scores with the sixth grade gaining the most, following by the eighth and seventh grades, respectively. On the pretest the mean career maturity scores increased with an increase in grade.

It was thus concluded that there was a significant relationship between the career education classes and the increase in career maturity by those students whose teachers attended the classes in the sixth, seventh, and eighth grades. It was also concluded that teachers in the experimental group who did not attend the career education classes had a misconception that career education was for a knowledge of jobs only.

ABSTRACT # 27

Title: Effects of Two Instructional Strategies upon Student Achievement and Retention in Arithmetic and Career Knowledge at the Fourth Grade Level

Researcher: LaMay, Lawrence J.

Sponsoring Institution: University of Missour - Columbia
Date of Approval: 1975
Chairman of Dissertation Committee: Dr. W. R. Miller & Dr. F. J. King
Availability:
not listed Xerox University Microfilms, Ann Arbor, Michigan
not listed ERIC
Other means of availability: Abstract provided by the University of Missouri - Columbia

Analysis of Dissertation

(*) Major Emphasis (X) Minor Emphasis

Emphasis in relation to Federal Definition of Career Education:
( ) 1. Increase the relationship between schools and society as a whole;
( ) 2. Provide opportunities for counseling, guidance and career development for all children;
(X) 3. Relate the subject matter of the curricula of schools to the needs of persons to function fully in society;
( ) 4. Extend the concept of the education process beyond the school into the area of employment and the community;
( ) 5. Foster flexibility in attitudes, skills, and knowledge in order to enable persons to cope with accelerating change and obsolescence;
(X) 6. Make education more relevant to employment and functioning in society; and
(*) 7. Eliminate any distinction between education for vocational purposes and general or academic education.

( ) All of above.

Emphasis on a specific stage of career development:
(*) Career awareness
( ) Career exploration
( ) Career planning
( ) Career progression
( ) Career choice

Methodology of research:
( ) Questionnaire
(*) Test scores
( ) Interviews
( ) Panel results
( ) Observation
( ) Other:

Type of study related to implementation:
( ) Goals or description of outcomes for Career Education
( ) Current status of Career Education
- school
- district
- county
- state
- nation
(*) Evaluation of effectiveness of Career Education Programs:
* summative evaluation
- formative evaluation
- data collection techniques
- evaluation system

Domain Emphasized:
(*) cognitive ( ) skills
( ) affective ( ) combination:

Judgments on significance of research:

Researcher	Reviewer	
( )	( )	New area of research
( )	( )	Practicality of research
( )	( )	Basic theory treated
( )	( )	Cost oriented
(*)	(*)	Student benefit oriented
( )	( )	Professional education oriented

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On the following pages will be found a presentation of: (1) the problem; (2) methods and procedures; and (3) summary of findings.

LaMay, L.J., "Effects of Two Instructional Strategies upon Student Achievement and Retention in Arithmetic and Career KNowledge at the Fourth Grade Level." Doctoral dissertation, University of Missouri - Columbia, 1975.

1. The Problem

The purpose of this study was to compare, experimentally, two instructional strategies and ascertain their effect upon the scores attained on arithmetic and career knowledge achievement and retention tests by fourth grade students. The two instructional strategies were: (1) segregated strategy - arithmetic content (linear measurement) taught separately from related career information content (carpentry); and (2) integrated strategy - arithmetic content (linear measurement) taught simultaneously with related career information content (carpentry).

2. Methods and Procedures

Montclair Elementary School was randomly selected from among the eleven elementary schools within the Millard Public School District, Omaha, Nebraska. All fourth grade students attending Montclair Elementary were identified by sex. A random sample of twenty-six males and twenty-six females was drawn. Each individual was randomly assigned to one of the treatment groups.

Four testing instruments were developed by the researcher, validated by a panel of five fourth grade teacher consultants, and pilot tested. Two of the instruments were used to obtain linear measurement post-test and retention test measures and two of the instruments were used to obtain carpentry post-test and retention test measures.

The treatments were administered from Wednesday, November 13, 1974, to Tuesday, November 26, 1974. Treatment Group A (segregated strategy) met from 10:00 to 11:00 and Treatment Group B (integrated strategy) met from 11:00 to 12:00 for nine consecutive school days. The post-tests were administered on Wednesday, November 27, 1974, and the retention tests were administered two weeks later.

3. Summary of Findings

No significant differences were found for overall effects (treatment, sex, and treatment by sex interaction) on post-test scores (arithmetic and carpentry). Therefore, it may be concluded that teaching linear measurement and carpentry simultaneously is no more effective in terms of initial achievement than teaching these content elements in separate and distinct lessons.

Summary of Findings (cont.)

Even though no significant differences were found when overall treatment effects or overall sex effects on retention test scores (arithmetic and carpentry) were studied, significant findings were revealed for treatment by sex interaction effects as follows: (1) the arithmetic and carpentry retention test scores attained by males in Treatment Group A were significantly higher than those scores attained by females in Treatment Group A; (2) the arithmetic retention test scores attained by males in Treatment Group A were significantly higher than those scores attained by males in Treatment Group B; and (3) the carpentry retention test scores attained by females in Treatment Group B were significantly higher than those scores attained by females in Treatment Group A. Therefore, it may be concluded that teaching linear measurement and carpentry in separate and distinct lessons is a more effective instructional approach in terms of retention for males than integrating it and teaching it simultaneously. Integrating carpentry with linear measurement and teaching both simultaneously is a more effective instructional approach in terms of retention for females than teaching carpentry in a separate and distinct lesson.

When the difference scores (arithmentic and carpentry retention test scores minus post-test scores) were analyzed, no significant differences were found for overall treatment effects, sex effects, nor treatment by sex interaction effects. Therefore, it may be concluded that teaching linear measurement and carpentry simultaneously is no more effective, in terms of the difference between scores of initial achievement and retention, than teaching these content elements in separate and distinct lessons.

ABSTRACT # 28

Title: Attitudes of Guam Business Managers and Public School Teachers toward Work Concepts of Career Education

Researcher: Leddy, Patrick S., Ph.D.

Sponsoring Institution: Kansas State University
Date of Approval: 1975
Chairman of Dissertation Committee: not stated
Availability:
not listed Xerox University Microfilms, Ann Arbor, Michigan
not listed ERIC
Other means of availability: Abstract provided by Kansas State University

Analysis of Dissertation

(*) Major Emphasis (X) Minor Emphasis

Emphasis in relation to Federal Definition of Career Education:
( ) 1. Increase the relationship between schools and society as a whole;
( ) 2. Provide opportunities for counseling, guidance and career development for all children;
( ) 3. Relate the subject matter of the curricula of schools to the needs of persons to function fully in society;
( ) 4. Extend the concept of the education process beyond the school into the area of employment and the community;
( ) 5. Foster flexibility in attitudes, skills, and knowledge in order to enable persons to cope with accelerating change and obsolescence;
(*) 6. Make education more relevant to employment and functioning in society; and
( ) 7. Eliminate any distinction between education for vocational purposes and general or academic education.

( ) All of above.

Emphasis on a specific stage of career development:
( ) Career awareness
( ) Career exploration
( ) Career planning
(*) Career progression
( ) Career choice

Methodology of research:
(*) Questionnaire
( ) Test scores
( ) Interviews
( ) Panel results
( ) Observation
( ) Other:

Type of study related to implementation:
(*) Goals or description of outcomes for Career Education
( ) Current status of Career Education
- school
- district
- county
- state
- nation
( ) Evaluation of effectiveness of Career Education Programs:
- summative evaluation
- formative evaluation
- data collection techniques
- evaluation system

Domain Emphasized:
( ) cognitive ( ) skills
(*) affective ( ) combination:

Judgments on significance of research:

Researcher	Reviewer	
(*)	( )	New area of research
( )	( )	Practicality of research
( )	( )	Basic theory treated
( )	( )	Cost oriented
( )	( )	Student benefit oriented
(*)	(*)	Professional education oriented

On the following pages will be found a presentation of: (1) the problem; (2) methods and procedures; and (3) summary of findings.

Leddy, P.S., "Attitudes of Guam Business Managers and Public School Teachers toward Work Concepts of Career Education." Doctoral dissertation, Kansas State University, 1975.

1. The Problem

With a major thrust being given by the Department of Education for the implementation of the career education concept of Guam, information was desired about the attitudes of the island population toward specific concepts of career education. The problem guiding this study was one created by the fact that a systematic investigation on the attitudes of Guam public school teachers and island business managers toward the work concept of career education had not been conducted.

The objectives of this study were:

1. To review literature pertaining to the work concepts of career education.

2. To ascertain the differences between the Guam public school teachers and business managers in attitudes toward the work concepts of career education.

3. To determine the differences between teachers on the basis of their residency status in their attitudes toward the work concepts.

4. To analyze the relationship between attitude and the degree of dogmatism.

2. Methods and Procedures

A random selection of teachers and of business managers were examined by means of a three-part opinionnaire: (1) Work Concepts Attitude Scale, (2) Short-Form Dogmatic Scale, and (3) Personal Data Form. The teacher sample was further divided into two groups based on their Guam residency status and incorporated in several comparisons to determine whether they were independent with respect to thte criterion variables. Six null hypotheses relative to objectives 2, 3, and 4 were generated and tested at the .05 level of significance.

3. Summary of Findings

The general conclusion from analysis fo data relative to objective 2 was that there was no significant difference between public school teachers and business managers in their overall attitude toward the work concepts. However, the analysis revealed statistically significant differences between the two populations in attitudes relative to specific work concepts.

Summary of Findings (cont.)

Objective 3 sought to investigate the difference in attitudes toward work concepts of career education among permanent resident teachers, non-permanent resident teachers, and business managers. Although the analysis of variance did not show that the three groups differ among themselves in their attitudes toward all 29 work concepts as a whole, the groups did differ significantly on twelve of the items.

Relative to objective 4, analyses were made to investigate (1) the between group differences in scores on the dogmatism scale, and (2) the relationship between dogmatism and work concept attitude. The t-test analysis showed that the business managers were significantly more dogmatic than all teachers. The ANOVA revealed a statistically significant F-value in the comparison of scores among the permanent resident teachers, non-permanent resident teachers, and business managers, and Tukey Multiple Comparison test reported that three groups were significantly different in all pairwise comparisons with respect to dogmatism scores.

The Pearson product moment correlation test did not reveal any statistically significant relationship between dogmatism and attitude toward work concepts in any of the groups studied.

The general conclusion from reviewing literature for this study was that there is an abundance of material available concerning the theoretical framework of career education to guide Guam leaders in drawing preliminary plans to institute career education in the island's schools. The review showed that career education experts strongly emphasized the need for local grassroots assessment prior to the implementation of the career education concept. Literature concerning research studies on attitudes toward work concepts of career education was limited.

The general implication of the study is that the Guam Public School teachers and island business managers shared a strong desire to see the work concept implemented in the school system. Neither the residency status of the teachers nor the degree of dogmatism in teachers or business managers on the island shoul present barriers to the implementation of the work concept of career education.

ABSTRACT # 29

Title: Effects of Work Orientation Curriculum Materials on Attitudinal and Informational Acquisition for High School Girls

Researcher: Looney, Ezra, F.

Sponsoring Institution: University of Missouri - Columbia

Date of Approval: 1974

Chairman of Dissertation Committee: Dr. Beverly Crabtree

Availability:

not yet listed Xerox University Microfilms, Ann Arbor, Michigan

not listed ERIC

Other means of availability: Abstract provided by University of Missouri - Columbia

Analysis of Dissertation

(*) Major Emphasis (X) Minor Emphasis

Emphasis in relation to Federal Definition of Career Education:

( ) 1. Increase the relationship between schools and society as a whole;
( ) 2. Provide opportunities for counseling, guidance and career development for all children;
( ) 3. Relate the subject matter of the curricula of schools to the needs of persons to function fully in society;
( ) 4. Extend the concept of the education process beyond the school into the area of employment and the community;
(*) 5. Foster flexibility in attitudes, skills, and knowledge in order to enable persons to cope with accelerating change and obsolescence;
( ) 6. Make education more relevant to employment and functioning in society; and
( ) 7. Eliminate any distinction between education for vocational purposes and general or academic education.

( ) All of above.

Emphasis on a specific stage of career development:

( ) Career awareness
( ) Career exploration
(*) Career planning
( ) Career progression
( ) Career choice

Methodology of research:

( ) Questionnaire
(*) Test scores
( ) Interviews
( ) Panel results
( ) Observation
( ) Other:

Type of study related to implementa

( ) Goals or description of outcomes for Career Education
( ) Current status of Career Educat
- school
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(*) Evaluation of effectiveness of Career Education Programs:
* summative evaluation
- formative evaluation
- data collection techniques
- evaluation system

Domain Emphasized:

(*) cognitive ( ) skills
(*) affective ( ) combination:

Judgments on significance of researc

Researcher	Reviewer	
( )	( )	New area of res
( )	( )	Practicality of research
( )	( )	Basic theory t
( )	( )	Cost oriented
( )	( )	Student benefit oriented
(*)	(*)	Professional ed oriented

On the following pages will be found a presentation of: (1) the problem; (2) methods procedures; and (3) summary of findings.

Looney, E.F., "Effects of Work Orientation Curriculum Materials on Attitudinal and Informational Acquisition for High School Girls." Doctoral dissertation, University of Missouri - Columbia, 1974.

1. The Problem

The purpose of this study was to compare two different types of work orientation curriculum materials in an attempt to identify which was most effective in relation to informational acquisition and attitudinal acquisition of high school girls. The effect, if any, of high or low intellectual ability upon the mean scores obtained for each treatment group was to be ascertained.

2. Methods and Procedures

The female subjects for this study were drawn from the junior and senior classes of Mena High School in Mena, Arkansas. The experimental treatment groups participated in two types of work orientation curriculum units. One treatment group received traditional work orientation instruction, generally directed toward both sexes. A second treatment group received modified work orientation instruction, directed to the career planning needs of girls. These two curriculum treatment groups were further subdivided into high and low intellectual ability levels on the basis of scores on the Iowa Tests of Educational Development, making four treatment groups, altogether.

Attitudes toward women and the world of work were measured by the World of Work Scale (WOW). Knowledge about women and the world of work was measured by an instrument developed by the investigator. Two-way analyses of variance among the four groups were computed for the questions on the knowledge instrument and for the scales on the WOW by treatment and intelligence level.

3. Summary of Findings

The principal significant results were:

1. The subjects in the high treatment groups showed a significantly greater effect for informational acquisition than the subjects in the low group.

2. The subjects in the high treatment groups showed a significantly greater effect for economic mobility attitude toward women and the world of work than the subjects in the low groups.

Summary of Findings (cont.)

3. The subjects in the high treatment groups showed a significantly different effect for role security attitude toward women and the world of work than subjects in the low groups.

4. The subjects in the modified treatment groups showed a greater effect for challenge attitude toward women and the world of work than subjects in the traditional groups.

The following conclusions may be drawn from the results of this study:

1. Informational acquisition about women and the world of work is not affected significantly by work orientation curriculum treatment, but is affected by intelligence level.

2. Attitudes toward women and the world of work are affected by intelligence level in the cases of the attitudes toward economic mobility and role security of women with reference to the world of work.

3. Attitudes toward women and the world of work are not affected by modified curriculum treatment except in the case of attitudes toward the challenge of women with reference to the world of work.

ABSTRACT # 30

Title: Analysis of Selected Work Factors Influencing Vocational Student Occu-Style

Researcher: McKay, Donald Jerome
Sponsoring Institution: University of Missouri, Columbia

Date of Approval: 1974
Chairman of Dissertation Committee: Dr. Gene M. Love
Availability:
75-16021 Xerox University Microfilms, Ann Arbor, Michigan
Not listed ERIC
Other means of availability: XUM Abstract 36/01, p. 256A

Analysis of Dissertation

(*) Major Emphasis (X) Minor Emphasis

Emphasis in relation to Federal Definition of Career Education:
( ) 1. Increase the relationship between schools and society as a whole;
( ) 2. Provide opportunities for counseling, guidance and career development for all children;
( ) 3. Relate the subject matter of the curricula of schools to the needs of persons to function fully in society;
( ) 4. Extend the concept of the education process beyond the school into the area of employment and the community;
( ) 5. Foster flexibility in attitudes, skills, and knowledge in order to enable persons to cope with accelerating change and obsolescence;
(*) 6. Make education more relevant to employment and functioning in society; and
( ) 7. Eliminate any distinction between education for vocational purposes and general or academic education.

( ) All of above.

Emphasis on a specific stage of career development:
( ) Career awareness
( ) Career exploration
( ) Career planning
(*) Career progression
( ) Career choice

Methodology of research:
(X) Questionnaire
(*) Test scores
( ) Interviews
( ) Panel results
( ) Observation
( ) Other:

Type of study related to implementation:
(X) Goals or description of outcomes for Career Education
( ) Current status of Career Education
- school
- district
- county
- state
- nation

( ) Evaluation of effectiveness of Career Education Programs:
- summative evaluation
- formative evaluation
- data collection techniques
- evaluation system

Domain Emphasized:
( ) cognitive ( ) skills
( ) affective (*) combination:
work adjustment

Judgments on significance of research:

Researcher	Reviewer	
( )	( )	New area of research
( )	(*)	Practicality of research
(*)	( )	Basic theory treated
( )	( )	Cost oriented
( )	(*)	Student benefit oriented
( )	( )	Professional education oriented

On the following pages will be found a presentation of: (1) the problem; (2) methods and procedures; and (3) summary of findings.

McKay, D.J., "Analysis of Selected Work Factors Influencing Vocational Student Occu - Style." Doctoral Dissertation, University of Missouri, Columbia, 1974.

1. The Problem

The contemporary occupational structure is comprised of numerous complexities associated with work adjustment as it relates to vocational students. Information was needed pertaining to selected work factors involved in the work adjustment process. Specific data was needed concerning: 1) affective orientations held toward meaning and value of work, and 2) work and its relationship to job satisfaction and job productivity of vocational education students from high schools in Missouri.

The purpose of the study were to ascertain: 1) whether or not meaning and value of work orientations of selected twelfth grade vocational students (students) were different from work orientations of vocational graduates (workers) after one year of work experience, 2) whether or not the workers with intrinsic work orientations displayed higher job satisfaction than their extrinsically work oriented counterparts, and 3) whether or not the workers with intrinsic work orientations exhibited greater job productivity than their extrinsically work oriented counterparts, and whether or not high job satisfaction workers displayed greater job productivity than their low job satisfaction counterparts.

2. Methods and Procedures

Two hundred and twenty-six matched pairs of students and workers in Missouri, (stratified into urban, suburban, and non-metropolitan categories) were statisically compared regarding affective orientations toward meaning and value of work. The students were randomly selected from thirteen school districts and matched with the workers on five major demographic characteristics.

Collection of data from the student sample was accomplished by direct survey techniques at the participating schools. The worker sample (all 1973 vocational graduates from the same school district as the student sample) and immediate supervisors were surveyed by the mailed questionnaire technique. The students completed the Meaning and Value of Work Scale and Student Demographic Information Sheet. The workers completed the Meaning and Value of Work Scale, Vocational Student Demographic Information Sheet, and the Job Satisfaction Scale. The worker job performance was evaluated by their immediate supervisors via completion of the Job Productivity Scale.

Seventeen hypotheses were formulated to analyze selected work factors and were tested at the .10 level of significance. Thirteen hypotheses were analyzed using a t-test and four hypotheses required using a one-way analysis of variance.

3. Summary of Findings

The study revealed that: 1) the workers were significantly higher in orientations toward meaning of work than were the students, 2) the workers were significantly more intrinsically work oriented in regard to value of work than the students, 3) geographical location has little effect on student orientations toward meaning and value of work, 4) geographical location has little effect on worker orientations toward intrinsic work value development, 5) geographical location has a significant effect on worker orientations toward meaning of work with nonmetropolitan workers showing a broader and more mature perception of work meaning as it relates to their work lifestyle, 6) the intrinsically work oriented workers revealed a significantly higher degree of both job satisfaction and job productivity when compared with their extrinsically work oriented counterparts, 7) the high job satisfaction workers displayed a significantly higher level of job productivity than their low job satisfaction counterparts.

The following conclusions were drawn: 1) vocational graduates following one year of work experience can be expected to (A) have broader and more mature orientations toward meaning of work and (B) possess a more intrinsic work value structure than students, 2) location of residence can be expected to have no effect on meaning and value of work orientations of students and workers with the only exception being significantly higher intrinsic work value orientations of nonmetropolitan workers, 3) workers with intrinsic work orientations can be expected to display higher job satisfaction and higher job productivity than workers with extrinsic work orientations, and 4) workers expressing high job satisfaction can be expected to exhibit a greater level of job productivity than low job satisfaction workers.

In summary, vocational educators should more consciously consider the importance of psychological and sociological work factors in the work adjustment process.

ABSTRACT # 31

Title: Academic Teachers' Views on Career Education

Researcher: Mecagni, Richard Alan
Sponsoring Institution: Colorado State University
Date of Approval: 1975
Chairman of Dissertation Committee: not stated
Availability:
not listed Xerox University Microfilms, Ann Arbor, Michigan
not listed ERIC
Other means of availability: Abstract provided by Colorado State University

Analysis of Dissertation

(*) Major Emphasis (X) Minor Emphasis

Emphasis in relation to Federal Definition of Career Education:
( ) 1. Increase the relationship between schools and society as a whole;
( ) 2. Provide opportunities for counseling, guidance and career development for all children;
( ) 3. Relate the subject matter of the curricula of schools to the needs of persons to function fully in society;
( ) 4. Extend the concept of the education process beyond the school into the area of employment and the community;
( ) 5. Foster flexibility in attitudes, skills, and knowledge in order to enable persons to cope with accelerating change and obsolescence;
( ) 6. Make education more relevant to employment and functioning in society; and
( ) 7. Eliminate any distinction between education for vocational purposes and general or academic education.

(*) All of above.

Emphasis on a specific stage of career development:
(*) Career awareness
(*) Career exploration
(*) Career planning
(*) Career progression
(*) Career choice

Methodology of research:
(*) Questionnaire
( ) Test scores
( ) Interviews
( ) Panel results
( ) Observation
( ) Other:

Type of study related to implementation:
(*) Goals or description of outcomes for Career Education
( ) Current status of Career Education
- school
- district
- county
- state
- nation
( ) Evaluation of effectiveness of Career Education Programs:
- summative evaluation
- formative evaluation
- data collection techniques
- evaluation system

Domain Emphasized:
( ) cognitive ( ) skills
(*) affective ( ) combination:

Judgments on significance of research:

Researcher	Reviewer	
( )	( )	New area of research
( )	( )	Practicality of research
( )	( )	Basic theory treated
( )	( )	Cost oriented
( )	( )	Student benefit oriented
(*)	(*)	Professional education oriented

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On the following pages will be found a presentation of: (1) the problem; (2) methods and procedures; and (3) summary of findings.

Mecagni, R.A., "Academic Teachers' Views on Career Education." Doctoral dissertation, Colorado State University, 1975.

1. The Problem

Junior high school mathematics, science, social studies, and English teachers in Colorado were surveyed to determine: (1) The degree they believe their subjects can contribute to the achievement of eight goals of career education: self-awareness, educational awareness, career awareness, economic awareness, decision making, skill awareness, employability awareness, and attitudes and appreciations. (2) Which of three methods of curriculum organization (infusion, separate unit, or separate class) they felt would most effectively achieve the eight goals. The teachers sampled were also grouped with regard to teaching experience, career education orientation, and work experience.

2. Methods and Procedures

A survey instrument that consisted of two questions (one for degree and one for method) for each of the eight goal statements, or a total of sixteen questions was developed. Of the 110 junior high schools in the state of Colorado, 30 were randomly selected as sample schools. From each sample school, a mathematics, science, social studies, and English teacher were randomly selected to complete the survey instrument.

Analysis of variance was used to determine differences among groups of respondents, and the Pearson product-moment correlation coefficient was used to test for correlations between responses to degree and method. Differences and correlations were considered significant at the .05 level of confidence.

3. Summary of Findings

1. Academic teachers believe that their subjects can contribute "moderately to much" to the achievement of the eight goals.

2. Mathematics teachers believe their subjects can contribute more to self awareness, educational awareness, and skill awareness than the other academic teachers believe their subjects can.

3. Social studies teachers believe their subjects can contribute more to economic awareness than the other academic teachers believe their subjects can.

4. Academic teachers believe their subjects can contribute more to self awareness, and attitudes and appreciations and less to decision making.

Summary of Findings (cont.)

5. Teachers with much teaching experience (more than five years), did not differ from teachers with little teaching experience with regard to the degree they believe their subjects can contribute.

6. With the exception of employability awareness, teachers with career education orientation viewed the degree their subjects can help as being higher than did teachers with little career education orientation.

8. Teachers with much work experience (more than two years full time) viewed the degree they believe their subjects can help achieve employability awareness as higher than did teachers with little work experience.

9. Academic teachers are inclined toward infusion as the most effective curriculum approach to career education.

10. Mathematics and science teachers feel that educational awareness and skill awareness are more effectively achieved through a higher degree of infusion than do social studies and English teachers.

11. English and social studies teachers feel that economic awareness is more effectively achieved through a higher degree of infusion than do mathematics and science teachers.

12. Teachers who believe their subjects can contribute to the achievement of the goals had a tendency to favor infusion.

It was concluded that:

1. Academic teachers in the junior high schools of Colorado believe their subjects can help achieve the goals of career education.

2. Academic teachers' views of their subjects' capability of achieving some career education goals differ.

3. Career education orientation effects positively teachers' views of subject capabilities.

ABSTRACT # 32

Title: Relationship between Innovative Teachers and Student Achievement and Career Aspirations

Researcher: Mendelson, Sheldon R.
Sponsoring Institution: Colorado State University

Date of Approval: 1973
Chairman of Dissertation Committee: not stated
Availability:
74-20,728 Xerox University Microfilms, Ann Arbor, Michigan
not listed ERIC
Other means of availability: Abstract provided by Colorado State University and in XUM Vol. 35, No. 3, p. 1565A

Analysis of Dissertation

(*) Major Emphasis (X) Minor Emphasis

Emphasis in relation to Federal Definition of Career Education:
( ) 1. Increase the relationship between schools and society as a whole;
(*) 2. Provide opportunities for counseling, guidance and career development for all children;
( ) 3. Relate the subject matter of the curricula of schools to the needs of persons to function fully in society;
( ) 4. Extend the concept of the education process beyond the school into the area of employment and the community;
( ) 5. Foster flexibility in attitudes, skills, and knowledge in order to enable persons to cope with accelerating change and obsolescence;
( ) 6. Make education more relevant to employment and functioning in society; and
( ) 7. Eliminate any distinction between education for vocational purposes and general or academic education.

( ) All of above.

Emphasis on a specific stage of career development:
( ) Career awareness
( ) Career exploration
( ) Career planning
( ) Career progression
(*) Career choice

Methodology of research:
( ) Questionnaire
(*) Test scores
( ) Interviews
( ) Panel results
( ) Observation
( ) Other:

Type of study related to implementation:
(*) Goals or description of outcomes for Career Education
( ) Current status of Career Education
- school
- district
- county
- state
- nation

( ) Evaluation of effectiveness of Career Education Programs:
- summative evaluation
- formative evaluation
- data collection techniques
- evaluation system

Domain Emphasized:
( ) cognitive (*) skills
( ) affective (*) combination:

career choice

Judgments on significance of research:

Researcher	Reviewer	
( )	( )	New area of research
( )	( )	Practicality of research
( )	( )	Basic theory treated
( )	( )	Cost oriented
(*)	(*)	Student benefit oriented
(*)	(*)	Professional education oriented

131

On the following pages will be found a presentation of: (1) the problem; (2) methods and procedures; and (3) summary of findings.

Mendelson, S.R., "Relationship between Innovative Teachers and Student Achievement and Career Aspirations." Doctoral dissertation, Colorado State University, 1973.

1. The Problem

The purpose of the study was concerned with identifying the type of innovative teacher who made the most significant impact on student achievement and career choice, and whether or not the use of innovative ideas and methods was effective in helping the students achieve better ahd choose a career.

2. Methods and Procedures

The investigator gathered general and demographic information from a limited sample of teachers as well as information about the types of innovative ideas and methods employed by the teachers. Analysis of variance was used to test any significant differences between factors identified by the Instructor's Recordkeeping Inventory (IRI) and student achievement scores, identified by the Recordkeeping Achievement Inventory (RAI).

3. Summary of Findings

Since the investigation was limited in scope in terms of not having a large random sample, the investigator had to rely on teachers who were willing to participate in this exploratory type of study in a course in recordkeeping. Consequently the investigator found that a variety of teacher facotrs made no significant impact on student achievement including years of teaching experience, years of salaried work experience, years of teaching recordkeeping and percent of time devoted to teaching recordkeeping. However, the investigator did find a significant positive relationship between the frequency of adoption of innovative ideas and methods by the teacher and student achievement.

The students indicated that the teachers who employed classroom assignments, job simulation and their own work experiences made more of an impact on student career choice than counseling and career tests.

Since the investigator's conclusions were limited to the teachers and their students identified in the study, further research is recommended employing a more rigorous design in determining the population so any further results may be more conclusive.

ABSTRACT # 33

Title: The Effect of Constructional Activities in an In-Service Program on Career Education Knowledge and Attitude of Elementary Teachers
Researcher: O'Bannon, James Earl
Sponsoring Institution: University of Missouri - Columbia
Date of Approval: not stated
Chairman of Dissertation Committee: Dr. W. R. Miller
Availability:
not listed Xerox University Microfilms, Ann Arbor, Michigan
not listed ERIC
Other means of availability: Abstract provided by University of Missouri - Columbia

Analysis of Dissertation

(*) Major Emphasis (X) Minor Emphasis

Emphasis in relation to Federal Definition of Career Education:
( ) 1. Increase the relationship between schools and society as a whole;
(*) 2. Provide opportunities for counseling, guidance and career development for all children;
( ) 3. Relate the subject matter of the curricula of schools to the needs of persons to function fully in society;
( ) 4. Extend the concept of the education process beyond the school into the area of employment and the community;
( ) 5. Foster flexibility in attitudes, skills, and knowledge in order to enable persons to cope with accelerating change and obsolescence;
( ) 6. Make education more relevant to employment and functioning in society; and
( ) 7. Eliminate any distinction between education for vocational purposes and general or academic education.

( ) All of above.

Emphasis on a specific stage of career development:
(*) Career awareness
( ) Career exploration
( ) Career planning
( ) Career progression
( ) Career choice

Methodology of research:
( ) Questionnaire
(*) Test scores
( ) Interviews
( ) Panel results
( ) Observation
( ) Other:

Type of study related to implementation:
( ) Goals or description of outcomes for Career Education
( ) Current status of Career Education
- school
- district
- county
- state
- nation
(*) Evaluation of effectiveness of Career Education Programs:
* summative evaluation
- formative evaluation
- data collection techniques
- evaluation system

Domain Emphasized:
(*) cognitive ( ) skills
(*) affective ( ) combination:

Judgments on significance of research:

Researcher	Reviewer	
( )	( )	New area of research
( )	( )	Practicality of research
( )	( )	Basic theory treated
( )	( )	Cost oriented
( )	( )	Student benefit oriented
(*)	(*)	Professional education oriented

133

On the following pages will be found a presentation of: (1) the problem; (2) methods and procedures; and (3) summary of findings.

O'Bannon, J.E., "The Effect of Constructional Activities in an In-Service Program on Career Education Knowledge and Attitude of Elementary Teachers." Doctoral dissertation, University of Missouri - Columbia.

1. The Problem

The purpose of this study was to ascertain the effect of two in-service programs involving constructional acitivites differing in duration on the career knowledge and attitude of elementary teachers.

More specifically, the study attempted to answer the following questions:

1. To what extent will elementary teachers involved in a constructional activity oriented in-service career education program gain career knowledge? How will this level of knowledge compare with the career knowledge of teachers not involved in such a program? How will this level of knowledge compare with the career knowledge of teachers involved in a program that involves twice as much time due to increased participation in constructional activities?

2. To what extent will the attitude of elementary teachers involved in a constructional activity oriented in-service career education program compare with the attitude of teachers not involved in such a program? How will this attitude compare with the attitudes of teachers not involved in such a program? How will this attitude compare with the attitudes of those teachers involved in a program, that involves twice as much time due to increased participation in constructional activities?

2. Methods and Procedures

The sample used in the study consisted of sixty randomly selected teachers from elementary schools in Boone County. Boone County is approximately midway between St. Louis, Missouri and Kansas City, Missouri.

The research design of this study is closely related to the post-test only control group design. The design neutralizes initial biases between the groups by randomization and also allows or provides maximum control of revelent extraneous variables.

The study included two treatments. Treatment A included the one-hour slide/tape presentation plus a brief hands-on introduction to those activities included in Project C.A.M.P.'s in-service training model. This introduction to constructional activities lasted for three house.

Methods and Procedures (cont.)

Treatment B included the one-hour slide/tape presentation; those same introductory activities that were included in Treatment A, plus several additional constructional activities that were listed by these project directors that responded to a survey conducted through C.A.M.P. The treatment also included the planning of an activity to be incorporated in the curriculum being carried out by the participating elementary teachers, plus the construction of a prototype. The time required for those activities in Treatment Group B was seven hours due to this increased participation in constructional acitivites.

Two instruments were developed by the researcher to ascertain the career knowledge and career attitude of elementary teachers. The career attitude instrument was used to ascertain the attitude of teachers toward career education. The career knowledge instrument was used to obtain a measure of each elementary teacher's knowledge of the career education concept as it relates to the elementary school level.

3. Summary of Findings

The effects of the two in-service programs involving constructional activities, upon the career knowledge of the two groups of elementary teachers, as reflected by their test scores, was subjected to the one way analysis of variance technique. As a result of this analysis, the null hypothesis (HO_1), there will be no significant difference among the mean scores on a post-test of career knowledge of Treatment Group A, Treatment Group B and Control Group C was rejected.

Utilizing the Newman-Kuels technique, a critical difference was found when all possible pair-wise comparisons were made between the knowledge scores mean of (1) Treatment Group A, (2) Treatment Group B and Control Group C.

Further analysis of the data using the one way analysis of variance statistics revealed that the null hypothesis (HO_2), which stated that there would be no significant difference among mean scores on an attitude scale of Treatment Group A, Treatment Group B and Control Group C was rejected.

Again, using the Newman-Kuels technique, all pair-wise comparisons among means were made and a critical difference was found.

In veiw of the finding of a (1) significant difference among the mean career knowledge test scores of the experimental and control groups, and (2) a critical comparison between all possible pair-wise comparisons it was concluded that (a) elementary teachers involved in a constructional activity oriented

in-service career education program will gain higher level of career knowledge than teachers not involved in such a program and (b) those involved in a similar program that involves twice as much time due to increased participation in constructional activities will develop an even higher level of knowledge.

There was a significant difference in the attitude toward career education among the treatment and control groups. In an effort to find the source of affect a critical difference between all possible pair-wise comparisons was found. Therefore, it was concluded that (1) elementary teachers involved in a constructional activity oriented in-service career education program develops a more positive attitude toward career education than teachers not involved in such a program and (2) teachers involved in a similar program that involved twice as much time due to increased participation in constructional activities will develop an even more positive attitude.

ABSTRACT # 34

Title: Career Education Opinions of California High School Teachers

Researcher: Ohanneson, Gregory Storie
Sponsoring Institution: University of California, Los Angeles
Date of Approval: 1973
Chairman of Dissertation Committee: Dr. Melvin L. Barlow
Availability:
73-32072 Xerox University Microfilms, Ann Arbor, Michigan
not listed ERIC
Other means of availability: XUM Abstract 34/07, p. 4112A

Analysis of Dissertation

(*) Major Emphasis (X) Minor Emphasis

Emphasis in relation to Federal Definition of Career Education:
( ) 1. Increase the relationship between schools and society as a whole;
( ) 2. Provide opportunities for counseling, guidance and career development for all children;
( ) 3. Relate the subject matter of the curricula of schools to the needs of persons to function fully in society;
( ) 4. Extend the concept of the education process beyond the school into the area of employment and the community;
( ) 5. Foster flexibility in attitudes, skills, and knowledge in order to enable persons to cope with accelerating change and obsolescence;
( ) 6. Make education more relevant to employment and functioning in society; and
( ) 7. Eliminate any distinction between education for vocational purposes and general or academic education.

(*) All of above.

Emphasis on a specific stage of career development:
(*) Career awareness
(*) Career exploration
(*) Career planning
(*) Career progression
(*) Career choice

Methodology of research:
(X) Questionnaire
( ) Test scores
( ) Interviews
( ) Panel results
( ) Observation
( ) Other:

Type of study related to implementation:
(*) Goals or description of outcomes for Career Education
(X) Current status of Career Education
- school
- district
- county
X state
- nation
( ) Evaluation of effectiveness of Career Education Programs:
- summative evaluation
- formative evaluation
- data collection techniques
- evaluation system

Domain Emphasized:
( ) cognitive ( ) skills
(*) affective ( ) combination:

Judgments on significance of research:

Researcher	Reviewer	
( )	( )	New area of research
( )	(X)	Practicality of research
( )	( )	Basic theory treated
( )	( )	Cost oriented
( )	( )	Student benefit oriented
(*)	(*)	Professional education oriented

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On the following pages will be found a presentation of: (1) the problem; (2) methods and procedures; and (3) summary of findings.

Ohanneson, G.D., "Career Education Opinions of California High School Teachers." Doctoral dissertation, University of California, Los Angeles, 1973.

1. The Problem

Career education, a blend of vocational and academic education, is being advocated by many educational leaders as a possible solution to many of our current problems. Substantial amounts of federal and state education dollars are beginning to be spent to develop career education concepts and practices at numerous school sites throughout the country. Since teachers will play an important role in developing and implementing career education, it is essential to determine which teacher subgroups support, and which are less supportive of this new concept. It is also desirable to determine what types of background experiences influence teacher opinions about career education.

2. Methods and Procedures

A stratified random sample of 900 California High School teachers was developed. Stratifications were based on population densities and teacher subject-matter specialities. An opinionnaire was designed to reflect components of career education deemed important by knowledgable, nationally known educators. This instrument obtained the opinions of teachers by means of three different response modes: 1) to what extent should, 2) to what extent can, and 3) to what extent actually does the teacher or the school engage in career education. The opinionnaire statements and format were refined via a series of pilot tests.

A rigorous mailout procedure resulted in a total return of over 82 percent. This procedure involved: 1) gaining the formal endorsement of both the California State Department of Education and the California Teachers Association, 2) utilization of a structured mailout and follow-up process, and 3) a rectification method which legitimately eliminated some of the non-respondents in the sample.

Data were analyzed by means of electronic data processing, using the Statistical Package for the Social Sciences (SPSS). The analysis included utilization of the Pearson product moment correlation coefficient to complete a factor analysis of the opinionnaire statements. The t-test procedure was also used to determine if significant differences existed between the indexes created by the factor analysis.

3. Summary of Findings

Two discrete statement groups on the subject of career education emerged from the factor analysis. These were career education statements which teachers perceived of as: 1) Teacher/Classroom-oriented, and 2) School/Community-oriented. Teaching location as related to population density failed to emerge as a significant variable. Based on the response pattern of subgroups of teacher specialists, the standard high school classification of vocational, general, and academic teachers was regrouped into: 1) Vocational/Industrial Arts teachers, encompassing all traditional vocational education teachers plus industrial arts teachers; and 2) Academic/General teachers, including all traditional academic teachers plus teachers of art, music, and physical education. Neither years of teaching experience nor sex of teachers yielded opinion differences about career education. Nonteaching work experience was a factor which yielded increased support of career education. Information about and implementation of career education was a strong determinant of supportive opinions for career education.

Recommendations based on this study centered around the need to make use of those teachers identified as supportive of career education; of the need to inform teachers and prospective teachers of ways to implement career education and to involve them in its practice; and of the need to reduce distinctions between teacher and school activities with regard to career education.

ABSTRACT # 35

Title: The Effects of Career Orientation on Vocational Interests and Occupational Plans

Researcher: Poulin, Donald Alphonse
Sponsoring Institution: University of Connecticut

Date of Approval: 1972
Chairman of Dissertation Committee: not stated
Availability:
72-32,190 Xerox University Microfilms, Ann Arbor, Michigan
not listed ERIC
Other means of availability: XUM Abstract

Analysis of Dissertation

(*) Major Emphasis (X) Minor Emphasis

Emphasis in relation to Federal Definition of Career Education:
( ) 1. Increase the relationship between schools and society as a whole;
(X) 2. Provide opportunities for counseling, guidance and career development for all children;
(X) 3. Relate the subject matter of the curricula of schools to the needs of persons to function fully in society;
( ) 4. Extend the concept of the education process beyond the school into the area of employment and the community;
( ) 5. Foster flexibility in attitudes, skills, and knowledge in order to enable persons to cope with accelerating change and obsolescence;
(*) 6. Make education more relevant to employment and functioning in society; and
( ) 7. Eliminate any distinction between education for vocational purposes and general or academic education.

( ) All of above.

Emphasis on a specific stage of career development:
( ) Career awareness
(*) Career exploration
(X) Career planning
( ) Career progression
( ) Career choice

Methodology of research:
( ) Questionnaire
(*) Test scores
( ) Interviews
( ) Panel results
( ) Observation
( ) Other:

Type of study related to implementation:
( ) Goals or description of outcomes for Career Education
( ) Current status of Career Education
- school
- district
- county
- state
- nation

(*) Evaluation of effectiveness of Career Education Programs:
* summative evaluation
- formative evaluation
- data collection techniques
- evaluation system

Domain Emphasized:
(*) cognitive ( ) skills
(*) affective ( ) combination:

Judgments on significance of research:

Researcher	Reviewer	
( )	( )	New area of research
( )	( )	Practicality of research
( )	( )	Basic theory treated
( )	( )	Cost oriented
(*)	(*)	Student benefit oriented
( )	( )	Professional education oriented

On the following pages will be found a presentation of: (1) the problem; (2) methods and procedures; and (3) summary of findings.

Poulin, D.A., "The Effects of Career Orientation on Vocational Interest and Occupational Plans." Doctoral dissertation, University of Connecticut, 1972.

1. The Problem

The purpose of this study was to ascertain the effects of a 15-week career orientation program on student vocational interest and occupational plans. In connection with this investigation, the major hypotheses tested were:

Hypothesis 1. There is no significant difference in vocational interest and occupational plans being strengthened or weakened in terms of consistency with aptitudes-between an experimental group exposed to career orientation and a control group not exposed to career orientation.

Hypothesis 2. There is no significant relationship of sex, socio-economic status, intelligence, and language background to vocational interests and occupational plans being strengthened or weakened--in terms of consistency with aptitudes--as a result of career orientation.

Research Deisgn and Treatment of the Data

The study was part of NOW (New Opportunities for Work) Project which is an exemplary, or pilot, program funded by the federal government in the Lewiston, Maine, School District.

2. Methods and Procedures

The treatment groups, experimental and control, were selected from two junior high schools located in the twin cities of Lewiston and Auburn. Only the experimental group was exposed to career orientation. Ninth grade students at both schools were randomly selected.

The Ohio Vocational Interest Survey (OVIS) identified both vocational interests and occupational plans, while the General Aptitude Test Battery (GATB) measured aptitudes. Both the OVIS and GATB were given as pretests to both groups. Upon completion of the 15-week career orientation program, both groups were posttested. This was done in order to determine if vocational interest and occupational plans were strengthened or more consistent with aptitudes as a result of career orientation. This determination was made by comparing the experimental group with the control group.

Methods and Procedures (cont.)

As part of the career orientation, the experimental group met for three periods per week for the 15 weeks. The curriculum content of the program was developed to parallel the 1965 edition of the Dictionary of Occupational Titles (DOT). The curriculum activities were also geared to achieve the major program objective of orienting students to the wide range of opportunities available in the world of work. The major portion of the subject matter for the career orientation program was presented by NOW personnel or members of the pupil personnel service group.

In analyzing the data, each student's pretest and posttest scores were compared with each other to determine if his vocational interests and occupational plans were strengthened or more consistent with his aptitudes. If the student's vocational interests and occupational plans were more consistent with his aptitudes, this was considered a "strengthened change." If they remained the same, this was termed "no change." Finally if they were less consistent with aptitudes, it was termed a "weakened change."

Every student was evaluated in terms of either a "strengthened change," "no change," or "weakened change." Evaluations were processed using the chi square test for significance.

3. Summary of Findings

Hypothesis 1 was rejected at the .02 level for vocational interest, and at the .01 level for occupational plans. However, in both cases, the significance was in the opposite direction from that which was expected. That there were more students who experienced "weakened changes" than "strengthened changes."

Hypothesis 2 was accepted at the .05 level for both vocational interests and occupational plans.

On the basis of what was found in this experiment, student vocational interests and occupational plans were not strengthened or more consistent with aptitudes as a result of career orientation. Furthermore, the characteristics, sex, socioeconomic status, intelligence, and language background were not found to be significantly related to vocational interests and occupational plans being positively altered or more consistent with aptitudes after career orientation.

Findings of the study are inconclusive in that they do not explain why students in the experimental group expressed greater numbers of "weakened changes" than "strengthened changes," nor is the meaning of these changes known.

ABSTRACT # 36

Title: The Relationship of Occupational Aspirations and Expectations to Selected Personal, Family, Community, and School Related Factors

Researcher: Powers, Betty Click
Sponsoring Institution: University of Kentucky

Date of Approval: 1974

Chairman of Dissertation Committee: Dr. Harold R. Blinkley, Dr. Marjorie Stewart

Availability:
74-21,075 Xerox University Microfilms, Ann Arbor, Michigan
not listed ERIC
Other means of availability: XUM Abstract 35/04, p. 2137A

Analysis of Dissertation

(*) Major Emphasis (X) Minor Emphasis

Emphasis in relation to Federal Definition of Career Education:
( ) 1. Increase the relationship between schools and society as a whole;
( ) 2. Provide opportunities for counseling, guidance and career development for all children;
( ) 3. Relate the subject matter of the curricula of schools to the needs of persons to function fully in society;
( ) 4. Extend the concept of the education process beyond the school into the area of employment and the community;
(*) 5. Foster flexibility in attitudes, skills, and knowledge in order to enable persons to cope with accelerating change and obsolescence;
( ) 6. Make education more relevant to employment and functioning in society; and
( ) 7. Eliminate any distinction between education for vocational purposes and general or academic education.

( ) All of above.

Emphasis on a specific stage of career development:
( ) Career awareness
(X) Career exploration
(*) Career planning
( ) Career progression
(X) Career choice

Methodology of research:
(*) Questionnaire
( ) Test scores
( ) Interviews
( ) Panel results
( ) Observation
( ) Other:

Type of study related to implementation:
( ) Goals or description of outcomes for Career Education
( ) Current status of Career Education
- school
- district
- county
- state
- nation

(*) Evaluation of effectiveness of Career Education Programs:
- summative evaluation
* formative evaluation
- data collection techniques
- evaluation system

Domain Emphasized:
( ) cognitive ( ) skills
(*) affective ( ) combination:

Judgments on significance of research:

Researcher	Reviewer	
( )	( )	New area of research
( )	( )	Practicality of research
( )	( )	Basic theory treated
( )	( )	Cost oriented
(*)	(*)	Student benefit oriented
( )	( )	Professional education oriented

On the following pages will be found a presentation of: (1) the problem; (2) methods and procedures; and (3) summary of findings.

Powers, V.C., "The Relationship of Occupational Aspirations and Expectations to Selected Personal, Family, Community, and School Related Factors." Doctoral dissertation, University of Kentucky, 1974.

1. The Problem

This study sought to answer two questions concerning the occupational aspirations and expectations of ninth-grade students in the Hazard Educational Region (Region XII) of eastern Kentucky. First, what is the level of occupational aspirations of the student? Second, what relationship exists between this level of occupational aspiration scores and selected factors: (1) personal, (2) family, (3) community, and (4) school-related?

2. Methods and Procedures

The questionnaires were administered during April, 1973. Data were collected concerning: (1) idealistic and realistic occupational aspirations and expectations at both long-range and immediate time periods; (2) the relationship of these aspirations and expectations to selected personal, family, community, and school-related factors.

The population for the study included 2,055 ninth-grade students in the Hazard Educational Region (Region XII) of Kentucky, who were present on the day which the questionnaire was administered.

3. Summary of Findings

The major findings indicated a significant relationship existed between the following variables: (1) birth order and level of occupational aspiration; (2) student's self-esteem and occupational aspirations; (3) educational attainment of the parents and occupational aspirations of the student; (4) student's perception of parental interest in the student and occupational aspirations; (5) occupational status (prestige) of the father, and occupational aspirations of the student; (6) total enrollment in the school and occupational aspirations; (7) student's self-perception of "liking" school and occupational aspirations of the student; (8) student's participation in school-related, extra or co-curricular activities and occupational aspirations.

No significant difference existed between level of occupational aspirations of males and females. Students living in small towns had slightly higher occupational aspirations than those living in rural areas. Students whose mothers were gainfully employed had higher occupational aspirations than those whose mothers were not employed.

Summary of Findings (cont.)

The following major conclusions were made concerning level of occupational aspirations of ninth-grade students in Region XII: (1) students with high self-esteem scores tended to have higher levels of occupational aspirations; (2) family related characteristics, such as: parental interest in student, parental educational attainment, father's occupational status (prestige), and mother's being gainfully employed, were positively related to the student's level of occupational aspiration; however, the prestige of the mother's occupation showed no relationship with the student's occupational aspirations; (3) students living in small towns had slightly higher levels of occupational aspiration than students living in the country; (4) students who are active in school affairs and activities and who profess a "liking" for school tend to have higher occupational aspirations; (5) students enrolled in smaller schools had slightly higher occupational aspirations; (6) students presently enrolled in vocational courses had slightly lower levels of occupational aspirations, indicating a more realistic view of the world of work; (7) males and females have similar levels of occupational aspirations.

ABSTRACT # 37

Title: The Identification of Teacher Attitudes Related to Career Education & Attitudinal Change as a Result of In-Service Preparation

Researcher: Rask, Glen Dennis, Ph.D.

Sponsoring Institution: Kansas State University

Date of Approval: 1973

Chairman of Dissertation Committee: not stated

Availability:

74-14,369 Xerox University Microfilms, Ann Arbor, Michigan

not listed ERIC

Other means of availability: Abstract in XUM Vol. 35, No. 1, p. 332A

Analysis of Dissertation

(*) Major Emphasis (X) Minor Emphasis

Emphasis in relation to Federal Definition of Career Education:

( ) 1. Increase the relationship between schools and society as a whole;
( ) 2. Provide opportunities for counseling, guidance and career development for all children;
( ) 3. Relate the subject matter of the curricula of schools to the needs of persons to function fully in society;
( ) 4. Extend the concept of the education process beyond the school into the area of employment and the community;
( ) 5. Foster flexibility in attitudes, skills, and knowledge in order to enable persons to cope with accelerating change and obsolescence;
( ) 6. Make education more relevant to employment and functioning in society; and
( ) 7. Eliminate any distinction between education for vocational purposes and general or academic education.

(*) All of above.

Emphasis on a specific stage of career development:

(*) Career awareness
(X) Career exploration
( ) Career planning
( ) Career progression
( ) Career choice

Methodology of research:

( ) Questionnaire
(*) Test scores
( ) Interviews
( ) Panel results
( ) Observation
( ) Other:

Type of study related to implementation:

( ) Goals or description of outcomes for Career Education
(X) Current status of Career Education
- school
- district
- county
X state
- nation
(*) Evaluation of effectiveness of Career Education Programs:
* summative evaluation
- formative evaluation
- data collection techniques
- evaluation system

Domain Emphasized:

( ) cognitive ( ) skills
(*) affective ( ) combination:

Judgments on significance of research:

Researcher	Reviewer	
( )	( )	New area of research
( )	( )	Practicality of research
( )	( )	Basic theory treated
( )	( )	Cost oriented
( )	( )	Student benefit oriented
(*)	(*)	Professional education oriented

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On the following pages will be found a presentation of: (1) the problem; (2) methods and procedures; and (3) summary of findings.

Rask, G.D., "The Identification of Teacher Attitudes Related to Career Education and Attitudinal Change as a Result of In-Service Preparation." Doctoral dissertation, Kansas State University, 1973.

1. The Problem

This study was conducted to determine: 1) the relationship between selected variables which affect teacher attitudes toward career education, 2) the afore cited variables and career education categories, and 3) career education in-service preparation and teacher attitudes toward career education.

2. Methods and Procedures

The instrument utilized in the research, the Career Significance Study, was developed by the writer and pilot tested. When the split-halves test of reliability was applied, the instrument test yielded a correlation coefficient of .700.

Data was collected on the instrument from 176 elementary teachers of the cooperating schools in the Unified Schools Association for Vocational Education (U.S.A.V.E.) consortium. The instrument was administered as a pre-test to all participants prior to the beginning of in-service preparation and as a post-test immediately following the in-service preparation.

Two statistical treatments were applied to data collected. The stepwise regression was utilized to test the hypotheses: 1) There will be no significant relationship between identified teacher predictor variables and teacher attitudes toward career education; 2) There will be no significant relationship between predictor variables and attitudes toward career education categories. The t-test for two related samples was utilized to test the remaining hypothesis: There will be no significant change in teacher attitudes toward career education as a result of in-service preparation.

3. Summary of Findings

The stepwise regression analysis revealed a significant relationship did exist between teacher predictor variables of: years of teaching experience, number of siblings, recency of part-time work experience outside education, and in-service location. It further revealed significant relationships between teacher predictor variables and career education components. The t-test for two related samples revealed a significant change in attitude as a result of in-service preparation ($f = 4.386$, $p < .05$).

Summary of Findings (cont.)

All three null hypotheses of the study were rejected. It was concluded that some teacher predictor variables are significantly related to both teacher attitudes toward career education and the categories of school role, community role, and career development. It was further concluded that a significant attitudinal change occurred through in-service preparation.

The investigator believes, as a result of the study findings, consideration in planning career education in-service preparation should include participant factors: years of teacher experience, recency of all work experience outside education, teaching grade level, number of siblings, and location of in-service preparation activities.

ABSTRACT # 38

Title: Career Education Opinions of California Elementary School Teachers

Researcher: Reyes, Jeffrey Gene, Ed.D.
Sponsoring Institution: University of California, Los Angeles
Date of Approval: 1973
Chairman of Dissertation Committee: Dr. Melvin L. Barlow
Availability:
74-11, 584 Xerox University Microfilms, Ann Arbor, Michigan
Not listed ERIC
Other means of availability: XUM Abstract 34/11, p. 7123A

Analysis of Dissertation

(*) Major Emphasis (X) Minor Emphasis

Emphasis in relation to Federal Definition of Career Education:
( ) 1. Increase the relationship between schools and society as a whole;
( ) 2. Provide opportunities for counseling, guidance and career development for all children;
( ) 3. Relate the subject matter of the curricula of schools to the needs of persons to function fully in society;
( ) 4. Extend the concept of the education process beyond the school into the area of employment and the community;
( ) 5. Foster flexibility in attitudes, skills, and knowledge in order to enable persons to cope with accelerating change and obsolescence;
( ) 6. Make education more relevant to employment and functioning in society; and
( ) 7. Eliminate any distinction between education for vocational purposes and general or academic education.

(*) All of above.

Emphasis on a specific stage of career development:
(*) Career awareness
(*) Career exploration
(*) Career planning
(*) Career progression
(*) Career choice

Methodology of research:
(*) Questionnaire
( ) Test scores
( ) Interviews
( ) Panel results
( ) Observation
( ) Other:

Type of study related to implementation:
( ) Goals or description of outcomes for Career Education
(*) Current status of Career Education
- school
- district
- county
* state
- nation
( ) Evaluation of effectiveness of Career Education Programs:
- summative evaluation
- formative evaluation
- data collection techniques
- evaluation system

Domain Emphasized:
( ) cognitive ( ) skills
(*) affective ( ) combination:

Judgments on significance of research:

Researcher	Reviewer	
( )	( )	New area of research
( )	(X)	Practicality of research
( )	( )	Basic theory treated
( )	( )	Cost oriented
( )	( )	Student benefit oriented
(*)	(*)	Professional education oriented

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On the following pages will be found a presentation of: (1) the problem; (2) methods and procedures; and (3) summary of findings.

Reyes, J.G., "Career Education Opinions of California Elementary School Teachers." Doctoral dissertation, University of California, Los Angeles, 1973.

1. The Problem

Career education, a blend of vocational, general and academic education, is currently advocated by many educational leaders as a possible solution to some of our current problems. Substantial amounts of federal and state education dollars have been allocated to develop career education concepts and practices at numerous school sites throughout the country. Since teachers will play an important role in developing and implementing career education, it is necessary to examine teacher support to determine if certain teacher characteristics are more supportive of career education than other characteristics.

2. Methods and Procedures

A stratified random sample of 601 California elementary school teachers was developed. Stratifications were based on urban-rural population densities and on large-small size of schools. An opinionnaire was designed to reflect components of career education deemed important by nationally known educators. This instrument measured the opinions of teachers concerning the desirability of career education, to what extent teachers indicated their own capability to carry on career education, and to what extent teachers believed career education exists today.

A rigorous mailout procedure resulted in a total return of about 67.4%. This procedure involved gaining the formal endorsement of both the California State Department of Education and the California Teachers Association.

Data were analyzed by means of electronic data processing using the Statistical Package for the Social Sciences (SPSS). The analysis included utilization of the Pearson product moment correlation coefficient to complete a factor analysis of the opinionnaire statements. The t-test procedure was also used to determine if significant differences existed among certain teacher groupings and between the sections created by the factor analysis.

3. Summary of Findings

Within each of two sections (Section I, pertaining specifically to elementary education, and Section II, pertaining generally to education as a whole), one discrete group of statements emerged from the factor analysis. These statements measured teacher opinions about career education.

Location of teachers, whether in urban or rural areas, did not appear to affect teacher attitudes, nor did size of school. Teachers from lower grade levels (K-3) were far more supportive of career education than teachers from upper grades (4-8). All teachers responded more strongly to Section II statements, relating to general education rather than elementary education.

The amount of information about career education as well as the degree of its implementation were strong indicators of support for career education. Analysis also revealed that female teachers were more supportive of career education than male teachers.

Questions pertaining to years of teaching experience and years of non-educational work experience failed to yield expected attitude differences about career education.

Recommendations based on findings of this study centered around the importance of utilizing the strong support of informed teachers for career education, the need to continue informing teachers, and the wisdom of involving them in the implementation of career education practices. It is especially recommended that lower grade level and female elementary school teachers be encouraged to aid in the promotion of career education.

ABSTRACT # 39

Title: An Analysis and Comparison of the Knowledge and Attitude of Selected Vocational & Academic Teachers Toward Career Education

Researcher: Ricciuti, Renzo A., Ed.D.

Sponsoring Institution: Temple University
Date of Approval: 1973
Chairman of Dissertation Committee: not stated
Availability:
74-1822 Xerox University Microfilms, Ann Arbor, Michigan
not listed ERIC
Other means of availability: XUM Abstract

Analysis of Dissertation

(*) Major Emphasis (X) Minor Emphasis

Emphasis in relation to Federal Definition of Career Education:
( ) 1. Increase the relationship between schools and society as a whole;
( ) 2. Provide opportunities for counseling, guidance and career development for all children;
( ) 3. Relate the subject matter of the curricula of schools to the needs of persons to function fully in society;
( ) 4. Extend the concept of the education process beyond the school into the area of employment and the community;
( ) 5. Foster flexibility in attitudes, skills, and knowledge in order to enable persons to cope with accelerating change and obsolescence;
( ) 6. Make education more relevant to employment and functioning in society; and
( ) 7. Eliminate any distinction between education for vocational purposes and general or academic education.

(*) All of above.

Emphasis on a specific stage of career development:
(*) Career awareness
(*) Career exploration
(*) Career planning
(*) Career progression
(*) Career choice

Methodology of research:
(X) Questionnaire
(*) Test scores
( ) Interviews
( ) Panel results
( ) Observation
( ) Other:

Type of study related to implementation:
(*) Goals or description of outcomes for Career Education
(X) Current status of Career Education
- school
- district
- county
X state
- nation
( ) Evaluation of effectiveness of Career Education Programs:
- summative evaluation
- formative evaluation
- data collection techniques
- evaluation system

Domain Emphasized:
(*) cognitive ( ) skills
(*) affective ( ) combination:

Judgments on significance of research:

Researcher	Reviewer	
( )	( )	New area of research
( )	(X)	Practicality of research
( )	( )	Basic theory treated
( )	( )	Cost oriented
( )	( )	Student benefit oriented
(*)	(*)	Professional education oriented

152

On the following pages will be found a presentation of: (1) the problem; (2) methods and procedures; and (3) summary of findings.

Ricciuti, R.A., "An Analysis and Comparison of the Knowledge and Attitude of Selected Vocational and Academic Teachers Toward Career Education." Doctoral dissertation, Temple University, 1973.

1. The Problem

The focus of this study was to measure and compare the knowledge of, and attitude toward, career education held by selected vocational and academic secondary classroom teachers in academic, vocational, and comprehensive high schools.

2. Methods and Procedures

The study included 15 randomly selected secondary schools within a 50 mile radius of Boston; five vocational, five academic, and five comprehensive high schools. The geographical area contained urban, suburban, and rural sites, including a cross representation of socio-economic groups. Thus, the schools were representative of schools throughout the Commonwealth of Massachusetts.

The settings utilized in this study produced the following four categories of randomly selected classroom teachers: 1) twelve teachers in each academic high school; 2) twelve teachers in each vocational high school; 3) twelve academic teachers in each comprehensive high school, and 4) twelve vocational teachers in each comprehensive high school. The total population included 240 secondary high school classroom teachers.

Two instruments were developed to measure and compare the attitude and knowledge of these teachers regarding career education. Demographic data was not included.

The Semantic Technique was utilized for the attitude Instrument. The instrument included four concepts (three "dummy" stimuli plus career education) and adjectival response subscales taken from the Osgood evaluative scale index. The four concept subscales contained nine bipolar adjectives with a seven-step dimension response scale.

A weighted 30 item (five response) heterogeneous multiple choice instrument was developed to measure each teacher's knowledge of career education.

Content validity of the knowledge instrument was accomplished through the utilization of a five member jury panel. Reliability and internal consistency were established through item factor analyses, and a test-retest technique. A reliability coefficient for the knowledge instrument of .75 was established, using the Kuder-Richardson and Chronbach Alpha reliability coefficient. A Spearman-Brown Prophecy analysis of the .75 coefficient yeilded a .90 reliability coefficient for a similar knowledge instrument three times as long. Based on these reliability results,

Methods and Procedures (cont.)

rejection or non-rejection of the hypotheses was established at the .01 level of significance.

The instruments were then personally administered at each site by the researcher to the samples on an en-bloc basis.

The statistical methodology and procedures utilized to test the hypotheses included: 1) a means, standard deviation, and correlation by teacher group for all variables (Pearson Product-Moment Correlation) to test Hypothesis I; 2) a one-way analysis of variance (ANOVA) for the knowledge of career education of all four teacher groups to test Hypothesis II; and 3) the Fisher t-test for all four groups regarding their attitude toward career education, to test Hypotheses III, IV, V. A step-wise multiple linear regression of attitude to knowledge for all teacher groups was also conducted.

3. Summary of Findings

The findings of the study included the following:

1. There was no significant relationship among the knowledge of and attitude toward career education on the part of: a) vocational teachers and b) academic teachers.

2. There was no significant difference between the vocational and academic teachers related to their knowledge of career education.

3. There was no significant difference between the vocational and academic teachers related to their attitude toward career education.

4. There was no significant difference between the attitude toward career education on the part of vocational teachers in the vocational school and vocational teachers in the comprehensive high school.

5. There was no significant difference between the attitude toward career education on the part of academic teachers in the comprehehsive high school or the academic teachers in the academic high school.

It appears to be of educational significance to note that the knowledge of career education was greater among academic teachers than vocational teachers; while the attitude toward career education was more positive among the vocational teachers.

ABSTRACT # 40

Title: An Analysis of the Effect of Short-Term Career Exploratory Programs on Selected Aspects of Vocational Development

Researcher: Rinas, Robert, Ph.D.

Sponsoring Institution: University of Connecticut

Date of Approval: 1974

Chairman of Dissertation Committee: not stated

Availability:

not yet listed Xerox University Microfilms, Ann Arbor, Michigan

not listed ERIC

Other means of availability: abstract provided by the University of Connecticut

Analysis of Dissertation

(*) Major Emphasis (X) Minor Emphasis

Emphasis in relation to Federal Definition of Career Education:

( ) 1. Increase the relationship between schools and society as a whole;
(*) 2. Provide opportunities for counseling, guidance and career development for all children;
( ) 3. Relate the subject matter of the curricula of schools to the needs of persons to function fully in society;
( ) 4. Extend the concept of the education process beyond the school into the area of employment and the community;
( ) 5. Foster flexibility in attitudes, skills, and knowledge in order to enable persons to cope with accelerating change and obsolescence;
( ) 6. Make education more relevant to employment and functioning in society; and
( ) 7. Eliminate any distinction between education for vocational purposes and general or academic education.

( ) All of above.

Emphasis on a specific stage of career development:

( ) Career awareness
(*) Career exploration
( ) Career planning
( ) Career progression
(*) Career choice

Methodology of research:

( ) Questionnaire
(*) Test scores
( ) Interviews
( ) Panel results
( ) Observation
( ) Other:

Type of study related to implementation:

( ) Goals or description of outcomes for Career Education
( ) Current status of Career Education
- school
- district
- county
- state
- nation

(*) Evaluation of effectiveness of Career Education Programs:
* summative evaluation
- formative evaluation
- data collection techniques
- evaluation system

Domain Emphasized:

( ) cognitive ( ) skills
(*) affective ( ) combination:

Judgments on significance of research:

Researcher	Reviewer	
( )	( )	New area of research
( )	( )	Practicality of research
(*)	( )	Basic theory treated
( )	( )	Cost oriented
(*)	(*)	Student benefit oriented
( )	( )	Professional education oriented

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On the following pages will be found a presentation of: (1) the problem; (2) methods and procedures; and (3) summary of findings.

Rinas, R., "An Analysis of the Effect of Short-Term Career Exploratory Programs on Selected Aspects of Vocational Development." Doctoral dissertation, University of Connecticut, 1974.

1. The Problem

The purpose of the study was to examine the effects of a one-year program of career exploration on various aspects of vocational development of adolescent ninth grade boys with respect to awareness of self and the vocational world. Specifically, the study investigated the effect of vocational exploration on the following four concerns: 1) increased occupational decision-making ability in terms of being able to make more appropriate or realistic choices which are congruent or in agreement with personality traits or patterns, 2) increased consistency or relatedness between the primary and secondary characteristics of the personality pattern in terms of increased agreement between the primary and secondary fields of occupational interest, 3) increased differentiation of personality pattern in terms of increased focus or selectivity or interest in one occupational field to the exclusion or reduction of interest in other fields, and 4) increased occupational aspiration between the preceding and current occupational choices.

2. Methods and Procedures

An ex post facto analysis design (Campbell and Stanley, 1963) was employed to assess the effects of career exploration. The experimental group consisted of 43 students who had participated in career exploration, and the control group consisted of 32 students who had been interested in career exploration but had been unable to do so. The Holland Vocational Preference Inventory provided the information which determined the individual's personality pattern in terms of Holland Summary Code Occupational choices were converted to Halland Occupational Codes through the use of the Holland Classification System for purposes of comparing occupations to personality patterns or to other occupations. In addition, two Holland tables were utilized to determine levels of agreement in terms of congruency between occupational environments and personality patterns or other occupational environments, and consistency between the primary and secondary personality characteristics. The t-test was utilized for all statistical analyses but one. The exception was that of consistency. For consistency, the chi square analysis was employed. The Dictionary of Occupational Titles provided general educational development levels for each of the occupational choices to determine whether increases in occupational aspiration had occurred as a result of career exploration.

3. Summary of Findings

The results of the various statistical analyses indicated that no significant increases had occurred at the .05 level of probability with respect to the four concerns stated previously. The results proved inconclusive in terms of defending or rejecting short-term career education as a viable alternative since the study was limited to the four concerns. Various phenomena observed during the study indicated the need to examine the effect of career education on other factors. These other factors provided the basis for the recommendations and implications.

ABSTRACT # 41

Title: Career Education Opinions of California Junior High School Teachers

Researcher: Santoro, Frank Michael, Ed.D.
Sponsoring Institution: University of California, Los Angeles
Date of Approval: 1973
Chairman of Dissertation Committee: Dr. Melvin L. Barlow
Availability:
73-32,076 Xerox University Microfilms, Ann Arbor, Michigan
Not listed ERIC
Other means of availability: XUM Abstract 34/07, p. 4114A

Analysis of Dissertation

(*) Major Emphasis (X) Minor Emphasis

Emphasis in relation to Federal Definition of Career Education:
( ) 1. Increase the relationship between schools and society as a whole;
( ) 2. Provide opportunities for counseling, guidance and career development for all children;
( ) 3. Relate the subject matter of the curricula of schools to the needs of persons to function fully in society;
( ) 4. Extend the concept of the education process beyond the school into the area of employment and the community;
( ) 5. Foster flexibility in attitudes, skills, and knowledge in order to enable persons to cope with accelerating change and obsolescence;
( ) 6. Make education more relevant to employment and functioning in society; and
( ) 7. Eliminate any distinction between education for vocational purposes and general or academic education.

(*) All of above.

Emphasis on a specific stage of career development:
(*) Career awareness
(*) Career exploration
(*) Career planning
(*) Career progression
(*) Career choice

Methodology of research:
(*) Questionnaire
( ) Test scores
( ) Interviews
( ) Panel results
( ) Observation
( ) Other:

Type of study related to implementation:
(*) Goals or description of outcomes for Career Education
(X) Current status of Career Education
- school
- district
- county
X state
- nation
( ) Evaluation of effectiveness of Career Education Programs:
- summative evaluation
- formative evaluation
- data collection techniques
- evaluation system

Domain Emphasized:
( ) cognitive ( ) skills
(*) affective ( ) combination:

Judgments on significance of research:

Researcher	Reviewer	
( )	( )	New area of research
( )	(X)	Practicality of research
( )	( )	Basic theory treated
( )	( )	Cost oriented
( )	( )	Student benefit oriented
(*)	(*)	Professional education oriented

159

On the following pages will be found a presentation of: (1) the problem; (2) methods and procedures; and (3) summary of findings.

Santoro, F.M., "Career Education Opinions of California Junior High School Teachers." Doctoral dissertation, University of California, Los Angeles, 1973.

1. The Problem

Career education, a blend of vocational, general and academic education, is currently advocated by many educational leaders as a possible solution to some of our current problems. Substantial amounts of federal and state education dollars have been allocated to develop career education concepts and practices at numerous school sites throughout the country. Since teachers will play an important role in developing and implementing career education, it is necessary to examine teacher support to determine if certain teacher characteristics are more supportive of career education than other characteristics.

2. Methods and Procedures

A stratified random sample of 900 California junior high school teachers was developed. Stratifications were based on urban-rural population densities and teacher subject-matter specialities. An opinionnaire was designed to reflect components of career education deemed important by nationally known educators. This instrument measured the opinions of teachers about how desirable teachers feel career education is, to what extent teachers feel they have the capability to carry on career education and to what extent teachers feel career education exists today.

A rigorous mailout procedure resulted in a total return of about 79%. This procedure involved gaining the formal endorsement of both the California State Department of Education and the California Teachers Association. In addition a structured follow-up procedure was used to secure a higher return from non-respondents.

Data was analyzed by means of electronic data processing using the Statistical Package for the Social Sciences (SPSS). The analysis included utilization of the Pearson product moment correlation coefficient to complete a factor analysis of the opinionnaire statements. The t-test procedure was also used to determine if significant differences existed between certain teacher groupings and between the indexes created by the factor analysis.

3. Summary of Findings

Two discrete groups of statements emerged from the factor analysis. These were opinionnaire statements which measured teacher attitudes about classroom oriented teacher concerns (Index I) and community oriented teacher concerns (Index II).

Location of teachers in urban or rural area did not appear to affect teacher attitude though subject matter did. Vocational teachers were far more supportive of career education than either general or academic teachers. Industrial arts teachers responded strongly to career education at a level similar to vocational teachers. All teachers responded more strongly to classroom oriented statements than they did to statements concerning community involvement in education.

Information about career education and implementation of career education was a strong determinant of support for career education.

Years of teaching experience, years of non-educational work experience and sex did not yield expected attitude differences about career education.

Recommendations based on this study centered around the need to utilize vocational teachers' strong support of career education, the need to continue informing teachers, and the need to involve them in implementation of career education practices. The implications of teachers' opinions about the involvement of parents, industry, labor and the professions in the educational process suggested further recommendations.

ABSTRACT # 42

Title: Job Training Attitudes Held by Office and Industrial Students and Office and Industrial Employed Graduates

Researcher: Schoenike, Jerald Wayne, Ed.D.
Sponsoring Institution: University of Illinois, Urbana

Date of Approval: 1974
Chairman of Dissertation Committee: not reported
Availability:
#74-14,614 Xerox University Microfilms, Ann Arbor, Michigan
#not listed ERIC
Other means of availability: XUM 35/01, p. 333A

Analysis of Dissertation

(*) Major Emphasis (X) Minor Emphasis

Emphasis in relation to Federal Definition of Career Education:
( ) 1. Increase the relationship between schools and society as a whole;
( ) 2. Provide opportunities for counseling, guidance and career development for all children;
( ) 3. Relate the subject matter of the curricula of schools to the needs of persons to function fully in society;
( ) 4. Extend the concept of the education process beyond the school into the area of employment and the community;
( ) 5. Foster flexibility in attitudes, skills, and knowledge in order to enable persons to cope with accelerating change and obsolescence;
(*) 6. Make education more relevant to employment and functioning in society; and
( ) 7. Eliminate any distinction between education for vocational purposes and general or academic education.

( ) All of above.

Emphasis on a specific stage of career development:
( ) Career awareness
( ) Career exploration
( ) Career planning
(*) Career progression
( ) Career choice

Methodology of research:
(*) Questionnaire
( ) Test scores
( ) Interviews
( ) Panel results
( ) Observation
( ) Other:

Type of study related to implementation:
(X) Goals or description of outcomes for Career Education
( ) Current status of Career Education
- school
- district
- county
- state
- nation
( ) Evaluation of effectiveness of Career Education Programs:
- summative evaluation
- formative evaluation
- data collection techniques
- evaluation system

Domain Emphasized:
( ) cognitive ( ) skills
(*) affective ( ) combination:

Judgments on significance of research:

Researcher	Reviewer	
( )	( )	New area of research
( )	( )	Practicality of research
( )	( )	Basic theory treated
( )	( )	Cost oriented
(*)	(*)	Student benefit oriented
( )	( )	Professional education oriented

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On the following pages will be found a presentation of: (1) the problem; (2) methods and procedures; and (3) summary of findings.

Schoenike, J.W., "Job Training Attitudes Held by Office and Industrial Students and Office and Industrial Employed Graduates." Doctoral dissertation, University of Illinois, Urbana, 1974.

1. The Problem

The primary problem of the study was to identify attitudes toward job training as held by vocational education students in training and by employed graduates. The design of the study was organized around three research questions. 1) Do vocational education students view their vocational education job training the same at the end of their job training as they do after having been employed full time? 2) Are there differences in the way vocational education office students and employed graduates, and vocational education industrial students and employed graduates view their job training? 3) Do students and employed graduates of vocational education job training programs who have had part-time work experience express an attitude toward job training which is different from that of those students and employed graduates who have not had part-time work experience?

Attitudes toward four major areas of job training were identified for examination in the research. They were: occupational skill, occupational knowledge, occupational work habits, and occupational work relationships. All data were collected from secondary vocational education students and employed graduates by means of questionnaires. Students were defined as twelfth grade students enrolled in either a vocational education office or industrial occupational job training program which was supported by vocational education act funds. Employed graduates were defined as graduates from a vocational education program of office or industrial occupational job training who have been graduated for one year.

2. Methods and Procedures

Two forms of a questionnaire were developed. Form 1, the Vocational Education Student Questionnaire, was developed for students. Form 2, the Employed Vocational Graduate Questionnaire, was developed for employed graduates. The questionnaires consisted of three parts: biographical and educational background information, attitudes toward job training, and intervening variables information. A split-half procedure was used to estimate reliability. The total reliability coefficient score calculated for the student questionnaire was 0.94 and 0.95 for the employed graduate questionnaire. The validity of the questionnaire content was submitted to a panel of ten individuals from the professional manpower staff from offices of the Wisconsin Department of Industry, Labor and Human Relations, Employment Services Division.

Methods and Procedures (cont.)

The students and employed graduates of the study were from ten secondary schools providing approved vocational education job training programs in office and industrial occupations. The schools were located in Wisconsin Vocational, Technical and Adult Education District No. 11. A total of 286 students were included in the population of the study. Of this total, 90 were vocational education office students and 196 were vocational education industrial students. A total of 135 employed graduates were included in the population of the study. Of this total, 49 were vocational education office employed graduates and 86 were vocational education industrial employed graduates. A 78 percent return on mailed questionnaire to graduates was experienced.

3. Summary of Findings

The major results of the study indicated: 1) The attitude formed toward job training upon completion of a vocational education job training program will generally remain unchanged for at least a year after graduation for those graduates who are full-time employed. 2) Students and employed graduates either enrolled in or graduated from an elective vocational education job training program, possess attitudes which view job training as valuable in relationship to employment. 3) Student and employed graduates hold higher attitude values toward job training areas related to occupational skill and occupational knowledge than they hold toward the job training areas related to occupational work habits and occupational work relationships. 4) Whether a student or employed graduate has had part-time work experience has little effect on attitudes held toward job training.

ABSTRACT # 43

Title: The Role of the Guidance Counselor as Perceived by Vocational Counselors and Regular Counselors in Texas

Researcher: Schreiner, Leo Muriel

Sponsoring Institution: Oklahoma State University

Date of Approval: 1972

Chairman of Dissertation Committee:

Availability:

73-15,229 Xerox University Microfilms, Ann Arbor, Michigan

not listed ERIC

Other means of availability: XUM Abstract 33/12, p. 6676A

Analysis of Dissertation

(*) Major Emphasis (X) Minor Emphasis

Emphasis in relation to Federal Definition of Career Education:

( ) 1. Increase the relationship between schools and society as a whole;

(*) 2. Provide opportunities for counseling, guidance and career development for all children;

( ) 3. Relate the subject matter of the curricula of schools to the needs of persons to function fully in society;

( ) 4. Extend the concept of the education process beyond the school into the area of employment and the community;

( ) 5. Foster flexibility in attitudes, skills, and knowledge in order to enable persons to cope with accelerating change and obsolescence;

( ) 6. Make education more relevant to employment and functioning in society; and

( ) 7. Eliminate any distinction between education for vocational purposes and general or academic education.

( ) All of above.

Emphasis on a specific stage of career development:

( ) Career awareness
( ) Career exploration
(X) Career planning
( ) Career progression
( ) Career choice

Methodology of research:

(*) Questionnaire
( ) Test scores
( ) Interviews
( ) Panel results
( ) Observation
( ) Other:

Type of study related to implementa

(X) Goals or description of outcomes for Career Education

( ) Current status of Career Educat
- school
- district
- county
- state
- nation

( ) Evaluation of effectiveness of Career Education Programs:
- summative evaluation
- formative evaluation
- data collection techniques
- evaluation system

Domain Emphasized:

( ) cognitive (*) skills
( ) affective ( ) combination:

Judgments on significance of researc

Researcher	Reviewer	
( )	( )	New area of res
( )	( )	Practicality of research
( )	( )	Basic theory t
( )	( )	Cost oriented
( )	( )	Student benefit oriented
(*)	(*)	Professional ec oriented

On the following pages will be found a presentation of: (1) the problem; (2) methods procedures; and (3) summary of findings.

Schreiner, L.M.. "The Role of the Guidance Counselor as Perceived by Vocational Counselors and Regular Counselors in Texas." Doctoral dissertation, Oklahoma State University, 1972.

1. The Problem

The central purpose of this study was to ascertain the role perceptions of vocational counselors and regular counselors relative to the guidance counselor role. The specific purposes of the study were to 1) sample the perceptions of vocational counselors and regular counselors to various guidance counselor activities, 2) identify guidance counselor activities in which the perceptions of vocational counselors and regular counselors are different.

2. Methods and Procedures

The study involved a comparison of responses from 97 vocational counselors who had served at least one year as a vocational counselor in one of the 83 school districts employing vocational counselors in the secondary school in the State of Texas with a sample of 92 regular counselors from the same districts. Both samples responded to identical opinionnaires designed around areas of guidance activities the guidance counselor may perform in delivering counseling and guidance services to students. The responses on one part of the instrument were to be in terms of the present employment situation on a Must Perform - Must Not Perform five-point Likert scale. The responses on another part of the instrument were to be in terms of the ideal guidance counselor role on a Strongly Agree- Strongly Disagree five-point Likert scale.

This data were gathered by mail opinionnaire with an overall return of 89.2 per cent, 97 of 106 vocational counselors and 92 of 106 regular counselors. The chi-square test of significance and the Kendall Coefficient of Concordance were used to compare the responses and identify consensus areas of activities between vocational and regular counselors.

3. Summary of Findings

When analyzing each statement response of the vocational counselors compared with each statement response of the regular counselors some activity areas were significant. Significant differences in perception were found on specific statements in the following guidance counselor activities areas: Guidance Activities, Follow-up, Community Visitation, Placement, and Material Organization. Difference in perception was also detected on specific statements concerning: Educational Philosophy, Occupational Education and Counselor Training. No significant difference of

Summary of Findings (cont.)

perception was noted on any statement in the following guidance counselor activities: Staff Relationships, Counseling, Pupil Appraisal, Faculty Duties and Testing. Statistically significant differences of perception were found on 11 of the 40 statements.

No significant difference in perception between vocational and regular counselors was found in comparing the total responses to the 20 statements concerning the guidance counselor role in the present employment situation.

No significant difference in perception between vocational and regular counselors was found in comparing the total responses to the 20 statements concerning the ideal counselor role.

It was concluded there is general agreement between vocational and regular counselors concerning the performance of the guidance counselor role in the present employment situation and the ideal guidance counselor role.

It was concluded from the areas of guidance counselor activities identified to be significantly different that these activities are some of the specialty duties identified in the guidance counselor role to be performed by vocational counselors.

ABSTRACT # 44

Title: Functional Analysis of the Tasks Performed by Coordinators in the Operation of the Coordinated Vocational-Academic Education Program

Researcher: Sifrit, Raymond H., Jr., Ed.D.
Sponsoring Institution: University of Georgia

Date of Approval: 1974
Chairman of Dissertation Committee: Dr. George L. O'Kelley
Availability:
75-2651 Xerox University Microfilms, Ann Arbor, Michigan
not listed ERIC
Other means of availability: Abstract available in XUM Vol. 35, No. 8, p. 5235A

Analysis of Dissertation

(*) Major Emphasis (X) Minor Emphasis

Emphasis in relation to Federal Definition of Career Education:
( ) 1. Increase the relationship between schools and society as a whole;
( ) 2. Provide opportunities for counseling, guidance and career development for all children;
(X) 3. Relate the subject matter of the curricula of schools to the needs of persons to function fully in society;
(X) 4. Extend the concept of the education process beyond the school into the area of employment and the community;
( ) 5. Foster flexibility in attitudes, skills, and knowledge in order to enable persons to cope with accelerating change and obsolescence;
(X) 6. Make education more relevant to employment and functioning in society; and
(*) 7. Eliminate any distinction between education for vocational purposes and general or academic education.

( ) All of above.

Emphasis on a specific stage of career development:
(*) Career awareness
(*) Career exploration
(*) Career planning
(*) Career progression
(*) Career choice

Methodology of research:
( ) Questionnaire
( ) Test scores
( ) Interviews
(*) Panel results
( ) Observation
( ) Other:

Type of study related to implementation:
( ) Goals or description of outcomes for Career Education
( ) Current status of Career Education
- school
- district
- county
- state
- nation
( ) Evaluation of effectiveness of Career Education Programs:
- summative evaluation
- formative evaluation
- data collection techniques
- evaluation system

Domain Emphasized:
( ) cognitive ( ) skills
( ) affective (*) combination:

job functions

Judgments on significance of research:

Researcher	Reviewer	
( )	( )	New area of research
( )	( )	Practicality of research
( )	( )	Basic theory treated
( )	( )	Cost oriented
( )	( )	Student benefit oriented
(*)	(*)	Professional education oriented

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On the following pages will be found a presentation of: (1) the problem; (2) methods and procedures; and (3) summary of findings.

Sifrit, R.H., Jr., "Functional Analysis of the Tasks Performed by Coordinators in the Operation of the Coordinated Vocational-Academic Education Program." Doctoral dissertation, University of Georgia, 1974.

1. The Problem

This study was initiated 1) to investigate the job functions performed by coordinators in a cooperative work experience program in Georgia called the Coordinated Vocational-Academic Education (CVAE) program, and 2) to develop and implement instruments and procedures based on job-task analysis techniques that elicit responses from practicing coordinators regarding the functions they perform in the operation of the CVAE program.

2. Methods and Procedures

Research was conducted in two parts. Part one employed the use of job reduction procedures, utilizing a seven member jury drawn from leadership positions in CVAE. This jury reacted to a Jury Reaction Form containing an initial list of job components at three operational levels: 1) the major components of the job referred to as functional job areas; 2) the sub-categories of the functional job areas referred to as areas of responsibility; and 3) the specific actions performed in conjunction with each area of responsibility called the functional tasks. The list was based on a review of literature drawn from related vocational areas. The jury was asked to modify this list of job competencies to reflect job components characteristic of the CVAE program.

The second part of the data gathering procedure involved 58 of 78 eligible participants--coordinators with at least one year's experience in CVAE. Each participant received a different set of 20 Task Analysis Response Forms. These response forms contained an area of responsibility and (generally) seven task stems--action statements. Task Analysis Response Forms were assigned to participants in a randomized stratified manner. Respondents were to mentally link task stems to areas of responsibility to form functional task statements. Participants then rated these functional task statements on the basis of the frequency with which they performed the activity and the importance they perceived the task having in the operation of CVAE. Frequency was rated on a nine point scale from 1 (constantly) to 9 (never), and importance was rated on a five point scale of 1 (vitally important) to 5 (not important). Items were then assigned to frequency and importance categories based on their computed median. Frequency categories were described as daily, weekly, monthly, and yearly. Importance items were assigned to high, medium, and low groupings.

3. Summary of Findings

As a result of the job reduction phase of the research, seven functional job areas were verified as relating to the operation of CVAE. These areas were teaching, coordination, guidance and counseling, administration, promotion and publicity, youth club, and professional activities.

The jury further verified 68 areas of responsibility as relating to CVAE which were ditributed across the seven job areas in the following manner: teaching--18; coordination--15; guidance and counseling--13; administration--8; promotion and publicity--3; youth club--7; and professional activities--4.

The jury also verified seven task stems appropriate for use in describing the activities performed by CVAE coordinators. These task stems were 1) diagnose, determine or identify; 2) plan an organized approach; 3) prepare materials about; 4) select, gather and obtain information; 5) direct, teach or supervise; 6) counsel individuals or groups, 7) evaluate, interpret and assess.

The linking of the task stems to the areas of responsibility produced 471 functional job tasks. The rating of these job tasks in the second part of the research indicated that overall teaching and guidance activities were the most frequently performed and were perceived by the coordinators as the most important functions in the operation of the CVAE program. Conversely, administrative activities were generally rated the least frequently performed and the least important by coordinators.

ABSTRACT # 45

Title: Career Education In-Service Guidelines for Educational Administrators

Researcher: Smith, Genevieve Douglas, Ed.D.

Sponsoring Institution: University of Tennessee

Date of Approval: 1973

Chairman of Dissertation Committee: Dr. Ralph J. Woodin

Availability:

74-3870 Xerox University Microfilms, Ann Arbor, Michigan

not listed ERIC

Other means of availability: Abstract in XUM, Vol. 34, No. 8, p. 4657A

Analysis of Dissertation

(*) Major Emphasis (X) Minor Emphasis

Emphasis in relation to Federal Definition of Career Education:

( ) 1. Increase the relationship between schools and society as a whole;
( ) 2. Provide opportunities for counseling, guidance and career development for all children;
( ) 3. Relate the subject matter of the curricula of schools to the needs of persons to function fully in society;
( ) 4. Extend the concept of the education process beyond the school into the area of employment and the community;
( ) 5. Foster flexibility in attitudes, skills, and knowledge in order to enable persons to cope with accelerating change and obsolescence;
( ) 6. Make education more relevant to employment and functioning in society; and
( ) 7. Eliminate any distinction between education for vocational purposes and general or academic education.

(*) All of above.

Emphasis on a specific stage of career development:

(*) Career awareness
(*) Career exploration
(*) Career planning
(*) Career progression
(*) Career choice

Methodology of research:

(*) Questionnaire
( ) Test scores
( ) Interviews
( ) Panel results
( ) Observation
( ) Other:

Type of study related to implementation:

( ) Goals or description of outcomes for Career Education
( ) Current status of Career Education
- school
- district
- county
- state
- nation
(*) Evaluation of effectiveness of Career Education Programs:
* summative evaluation
- formative evaluation
- data collection techniques
- evaluation system

Domain Emphasized:

( ) cognitive ( ) skills
( ) affective (*) combination:

Judgments on significance of research:

Researcher	Reviewer	
( )	( )	New area of research
( )	( )	Practicality of research
( )	( )	Basic theory treated
( )	( )	Cost oriented
( )	( )	Student benefit oriented
(*)	(*)	Professional education oriented

170

On the following pages will be found a presentation of: (1) the problem; (2) methods and procedures; and (3) summary of findings.

Smith, G.D., "Career Education In-Service Guidelines for Educational Administrators." Doctoral dissertation, University of Tennessee, 1973.

1. The Problem

The purposes of this study were to determine (1) the major characteristics of in-service programs for career education; (2) the importance and effectiveness of the various characteristics; (3) the attitudes of directors and teachers toward career education; (4) strategies to improve in-service programs; and (5) guidelines for career education in-service programs.

2. Methods and Procedures

State vocational directors, career education directors, teachers, and a panel of educators participated in the study. Information was gathered and analyzed relative to the characteristics of career education directors, programs, and in-service activities. Two hours of pre-service preparation and twenty hours of in-service education during program operation followed by twenty additional hours after completion of the first year were common in-service program characteristics.

3. Summary of Findings

Teachers learned how to direct instruction toward career development, were provided with career information, learned about available vocational offerings, and visited business/industry to gain insight about the world of work. Directors and teachers considered the in-service program effective and indicated that they favored career education.

Developing classroom activities related to careers, involving the total community as learning sources inside and outside the school, observing and interviewing workers on-the-job, and assisting teachers to provide guidance related to their subject area were identified as ways to improve the in-service program. Fifteen career education in-service guidelines for educational administrators were developed with the assistance of a panel composed of twelve educators with broad experience.

ABSTRACT # 46

Title: Vocational Education Preferences of Senior High School Students in a Four County Area of Florida

Researcher: Swingle, Theodore, Paul
Sponsoring Institution: Oklahoma State University
Date of Approval: 1974
Chairman of Dissertation Committee: Dr. Robert R. Price
Availability:
75-8902 Xerox University Microfilms, Ann Arbor, Michigan
Not listed ERIC
Other means of availability: Abstract provided by Oklahoma State University, XUM abstract Vol. 35, No. 10, p. 6591A

Analysis of Dissertation

(*) Major Emphasis (X) Minor Emphasis

Emphasis in relation to Federal Definition of Career Education:
( ) 1. Increase the relationship between schools and society as a whole;
( ) 2. Provide opportunities for counseling, guidance and career development for all children;
(*) 3. Relate the subject matter of the curricula of schools to the needs of persons to function fully in society;
(X) 4. Extend the concept of the education process beyond the school into the area of employment and the community;
( ) 5. Foster flexibility in attitudes, skills, and knowledge in order to enable persons to cope with accelerating change and obsolescence;
( ) 6. Make education more relevant to employment and functioning in society; and
( ) 7. Eliminate any distinction between education for vocational purposes and general or academic education.

( ) All of above.

Emphasis on a specific stage of career development:
( ) Career awareness
( ) Career exploration
(*) Career planning
(X) Career progression
( ) Career choice

Methodology of research:
(*) Questionnaire
( ) Test scores
( ) Interviews
( ) Panel results
( ) Observation
( ) Other:

Type of study related to implementation:
(*) Goals or description of outcomes for Career Education
( ) Current status of Career Education
- school
- district
- county
- state
- nation
(X) Evaluation of effectiveness of Career Education Programs:
- summative evaluation
X formative evaluation
- data collection techniques
- evaluation system

Domain Emphasized:
( ) cognitive ( ) skills
(X) affective ( ) combination:

Judgments on significance of research:

Researcher	Reviewer	
( )	( )	New area of research
( )	(X)	Practicality of research
( )	( )	Basic theory treated
( )	( )	Cost oriented
(*)	(*)	Student benefit oriented
( )	( )	Professional education oriented

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On the following pages will be found a presentation of: (1) the problem; (2) methods and procedures; and (3) summary of findings.

Swingle, R.P., "Vocational Education Preferences of Senior High School Students in a Four County Area of Florida." Doctoral dissertation, Oklahoma State University, 1974.

1. The Problem

Objectives of the study included: 1) to determine the desire of these students for vocational education in high school and/or at the community college, 2) to determine the vocational education preferences of the senior high school students in the designated four-county area, 3) to analyze the respondents' stated vocational education preferences with respect to vocational curricula presently being offered in the four-county area, 4) to identify the more common program patterns in which students are enrolled while in high school, 5) to determine students' plans after high school, 6) to relate the stated vocational education preferences with present employment patterns as determined by the 1970 census, 7) to compare the respondents' stated vocational preferences with their present plans for pursuing further study and/or employment after high school, 8) to identify and assess employment opportunities in the surrounding area of Florida, 9) to compare the students' stated vocational preferences with the vocations of their parents, and 1) to assess student responses in terms of academic achievement in high school and sex.

2. Methods and Procedures

The study was designed to obtain responses regarding further vocational education preferences from senior high school students in a designated four county area of Florida.

Responses totaled 3,742, coming from current enrollees in four public high schools and three non-public secondary programs.

3. Summary of Findings

It was found that 76.3 percent of the respondents desired vocational education. A slightly greater percentage of the females, 77.8 percent, desired vocational education than did males, 74.7 percent.

Males had a wider range of program preferences, with only 23.1 percent of the choices being in the eight most popular ranked preferences, while 41.1 percent of the female choices were in the programs so ranked.

Summary of Findings (cont.)

A greater percentage of males respondents were enrolled in vocational education than was true for females. Contrastingly, a greater percentage of females were undecided as to plans after high school.

Further findings included the following: 1) More than three-fourths of the respondents definitely indicated a desire to enroll in vocational education; 2) approximately 12 percent of the respondents specified training choices other than the 38 listed on the questionnaire. Agri-business and natural resources occupations accounted for the greater percentage of these, followed by preferences for training in professional and transportation occupations; 3) among female respondents secretarial science was found to be the most popular vocational education choice, followed by child care and service as a teacher aide; 4) among male respondents auto mechanics was the most popular choice, followed by carpentry and radio-television repair; 5) the parents' occupation is not a very reliable indicator of student interest in a life occupational area; 6) expansion of programs in health occupations should be accomplished based upon the high level of expressed interest shown by respondents; and 7) the Community College and the four-year institutions can be expected to continue enrollment of somewhat over 40 percent of the graduating high school seniors, while business schools and vocational-technical schools will likely account for up to 8.5 percent of future enrollment.

Included among recommendations were the following: 1) A major effort should be launched directed toward greater emphasis in the counseling of students, particularly pertaining to vocations and occupational choice. 2) Particular attention should be given to the counseling of female students, this pertaining to all occupations. 3) The Community College should initiate a concentrated effort to provide vocational counseling to schools of the area on a systematic and well planned basis. 4) Administrators and teachers should lend their efforts toward developing a closer working relationship between all schools in the four-county area.

ABSTRACT # 47

Title: Identification of In-Service Personnel Development Needs in Career Awareness for Portland and Seattle Elementary Schools

Researcher: Syhlman, Bill Duane
Sponsoring Institution: Oregon State University

Date of Approval: not specified
Chairman of Dissertation Committee: Dr. Wayne Courtney
Availability:
73-25,382 Xerox University Microfilms, Ann Arbor, Michigan
ED078197 ERIC
Other means of availability: XUM Abstract Vol. 34, No. 5, p.2480A

Analysis of Dissertation

(*) Major Emphasis (X) Minor Emphasis

Emphasis in relation to Federal Definition of Career Education:
( ) 1. Increase the relationship between schools and society as a whole;
( ) 2. Provide opportunities for counseling, guidance and career development for all children;
( ) 3. Relate the subject matter of the curricula of schools to the needs of persons to function fully in society;
( ) 4. Extend the concept of the education process beyond the school into the area of employment and the community;
( ) 5. Foster flexibility in attitudes, skills, and knowledge in order to enable persons to cope with accelerating change and obsolescence;
( ) 6. Make education more relevant to employment and functioning in society; and
( ) 7. Eliminate any distinction between education for vocational purposes and general or academic education.

(*) All of above.

Emphasis on a specific stage of career development:
(*) Career awareness
( ) Career exploration
( ) Career planning
( ) Career progression
( ) Career choice

Methodology of research:
( ) Questionnaire
( ) Test scores
( ) Interviews
(X) Panel results
( ) Observation
(*) Other: card sorting

Type of study related to implementation:
(*) Goals or description of outcomes for Career Education
( ) Current status of Career Education
- school
- district
- county
- state
- nation
(X) Evaluation of effectiveness of Career Education Programs:
- summative evaluation
X formative evaluation
- data collection techniques
- evaluation system

Domain Emphasized:
( ) cognitive ( ) skills
(*) affective ( ) combination:

Judgments on significance of research:

Researcher	Reviewer	
( )	( )	New area of research
( )	(*)	Practicality of research
( )	( )	Basic theory treated
( )	( )	Cost oriented
( )	( )	Student benefit oriented
(*)	(*)	Professional education oriented

175

On the following pages will be found a presentation of: (1) the problem; (2) methods and procedures; and (3) summary of findings.

Syhlman, B.D., "Identification of In-Service Personnel Development Needs in Career Awareness For Portland and Seattle Elementary Schools." Doctoral dissertation, Oregon State University, not specified.

1. The Problem

The main objective of this research was to determine the professional in-service development needs of fourth, fifth, and sixth grade teachers in the metropolitan school districts of Portland and Seattle. The primary objectives for conducting this research investigation were as follows:

1. To determine the professional in-service development needs of fourth, fifth and sixth grade elementary teachers in Portland and Seattle public schools.

2. To examine the differences between control teacher groups and experimental teacher groups, and to determine the treatment effect advisory committee members have on elementary teacher decision-making processes.

3. To analyze the differences between teachers located in average and above average income demographic areas and teachers located in poverty or minority income demographic areas for the two cities.

There were four subsidiary objectives of the research project and they were as follows:

4. To determine the subsidiary interaction differences between city teacher groups and demographic teacher groups.

5. To analyze the statistical subsidiary interaction differences between city teacher groups and treatment effect groups.

6. To examine the subsidiary interaction differences between demographic teacher groups and treatment effect groups.

7. To determine the subsidiary interaction differences between city teacher groups, demographic teacher groups and the treatment effect groups.

2. Methods and Procedures

Research data were obtained through the utilization of a Q-Sort Card Deck. This Card Deck was a result of the efforts put forth by a selected Delphi panel; panel members reacted to three rounds of the Delphi technique in determining what need statements should be included in the research project. In all,

Methods and Procedures (cont.)

a total of 84 need statements or dependent variables were presented to the 160 elementary teachers for their reactions. Elementary teachers met in small groups of ten each at various locations in the two cities when reacting to the Card Deck.

The last card of the Card Deck provided the respondents an opportunity to rank the top ten priorities they believed to be most important in meeting their professional in-service development needs. A priority matrix revealed the findings of responses to this card.

The research project applied the fixed three-way analysis of variance design for the analyses of data and tests of hypotheses.

3. Summary of Findings

The statistical findings of this research project offers the following conclusions:

1. The top twenty priorities should be included in the professional in-service education programs for Portland and Seattle.

2. There appears to be very few differences between the two cities. Out of 84 primary main effects, there were only four rejections.

3. The treatment effect of advisory committees appears to have little influence on the decision-making processes of elementary teachers.

4. There were very few differences between demographic areas in the two cities. Seventy-nine tests of significance were accepted and five were rejected.

In view of the findings and conclusions of this study, the following implications are provided.

1. The eight functional areas of career awareness should be considered when planning, developing and implementing career awareness in-service, economic and social awareness, educational awareness, awareness of careers, decision-making abilities, work understanding and job skills, work aptitudes and appreciations, and other areas in career awareness.

2. The top twenty priority needs should be given consideration as a part of in-service education for metropolitan city schools.

3. Additional research needs to be conducted on the effectiveness and influence of advisory committees as a part of the educational environment.

ABSTRACT # 48

Title: Analysis of Decision-Making Processes Related to Career Education as Employed in the United States House of Representatives, Committee on Education and Labor
Researcher: Tucker, Ronald Francis, Ed.D.
Sponsoring Institution: Oklahoma State University
Date of Approval: 1973
Chairman of Dissertation Committee: not stated
Availability:
75-8907 Xerox University Microfilms, Ann Arbor, Michigan
not listed ERIC
Other means of availability: XUM Abstract 35/10, p. 6375A

Analysis of Dissertation

(*) Major Emphasis (X) Minor Emphasis

Emphasis in relation to Federal Definition of Career Education:
( ) 1. Increase the relationship between schools and society as a whole;
( ) 2. Provide opportunities for counseling, guidance and career development for all children;
( ) 3. Relate the subject matter of the curricula of schools to the needs of persons to function fully in society;
( ) 4. Extend the concept of the education process beyond the school into the area of employment and the community;
( ) 5. Foster flexibility in attitudes, skills, and knowledge in order to enable persons to cope with accelerating change and obsolescence;
( ) 6. Make education more relevant to employment and functioning in society; and
( ) 7. Eliminate any distinction between education for vocational purposes and general or academic education.

(*) All of above.

Emphasis on a specific stage of career development:
(*) Career awareness
(*) Career exploration
(*) Career planning
(*) Career progression
(*) Career choice

Methodology of research:
( ) Questionnaire
( ) Test scores
(*) Interviews
( ) Panel results
(*) Observation
(X) Other: reports, statistics

Type of study related to implementat
( ) Goals or description of outcomes for Career Education
(*) Current status of Career Educati
- school
- district
- county
- state
- nation
( ) Evaluation of effectiveness of Career Education Programs:
- summative evaluation
- formative evaluation
- data collection techniques
- evaluation system

Domain Emphasized:
( ) cognitive ( ) skills
( ) affective (*) combination:

Judgments on significance of researc

Researcher	Reviewer	
( )	(*)	New area of res
( )	( )	Practicality of research
(*)	( )	Basic theory tr
( )	( )	Cost oriented
( )	( )	Student benefit oriented
( )	( )	Professional ed oriented

On the following pages will be found a presentation of: (1) the problem; (2) methods procedures; and (3) summary of findings.

Tucker, R.F., "Analysis of Decision-Making Processes Related to Career Education as Employed in the United States House of Representatives, Committee on Education and Labor." Doctoral dissertation, Oklahoma State University, 1973.

1. The Problem

The concern of this study was to conduct a qualitative analysis of the decision-making process commonly used in the Committee on Education and Labor of the United States House of Representatives as related to Career Education. The investigation attempted to discover, identify, and describe these processes by direct observation and interviews. The study also dealt with decision-making processes commonly found in legislative committees and factors affecting career education.

2. Methods and Procedures

Both qualitative and quantitative systems of research were used. The qualitative research covered a five-month period of direct field observation in the United States House of Representatives, Committee on Education and Labor in Washington, D.C. The researcher's internship was sponsored by Committee Chairman, Carl Dewey Perkins of Kentucky. Data were obtained by observations of deliberations and actions of the Committee membership. Post actions of the Committee were also included and studied in order to identify residual effects of the power structure. Interviews were made within the membership to ascertain self-identity and role perception as related to support for career education.

Quantitative methods of research included comparative legislative activities as drawn from the 89th and 92nd Congressional Records, vital statistics of membership, key committee membership voting, voting patterns on major educational and labor bills, parliamentary hierarchy of the committee, constituents's response as expressed in interviews, and major educational goals as perceived by the membership.

3. Summary of Findings

The investigation provided a procedural basis for collecting explanatory data of this type. The investigation also illustrated that an exact methodical research procedure involving numerative and statistical methods is impossible and impractical.

Any decision concerning career education made by the Committee on Education and Labor is the end result of a complex process, resulting in agreement between the President, the Committee, and the Congress. These forces, before reaching their own individual decision, should weigh and consider the wishes of the constituency, the pressures of various lobbies, and the legal ramifications.

Summary of Findings (cont.)

An increased effort concerning oversight is necessary if the Committee on Education and Labor is going to fulfill its responsibility in overseeing the Educational "purse strings" of its constituents.

Decisions concerning career education were more often made on issues in accord with the formal rules, but included personal, political, sociological, special interest, executive and constituency influences.

In general, it can be concluded that the future legislation regarding career education will of necessity need to be a joint effort on the part of educators from the fields of vocational education, general education, and higher education in order to bring about the necessary changes to make career education a reality in our educational system. Such coordination of effort must specifically be evidenced in comments, deliberations, and action. The future success of career education lies on the local or state level through revenue sharing or block grants. Funding is an acceptable procedure of the committee, but is highly dependent upon special needs for the disadvantaged and handicapped.

Further, the guidance counselor must improve and play a key role in the implementation of career education; and career education must expand to include a large portion of the out-of-school population.

ABSTRACT # 49

Title: The Relationship between the Effects of a Career Education Teacher In-Service Preparation Program and the Career Awareness of Upper Elementary School Students

Researcher: Vallejo, Myles Edmund, Ph.D.

Sponsoring Institution: Kansas State University
Date of Approval: 1975
Chairman of Dissertation Committee: not stated
Availability:
not listed Xerox University Microfilms, Ann Arbor, Michigan
not listed ERIC
Other means of availability: Abstract provided by Kansas State University

Analysis of Dissertation

(*) Major Emphasis (X) Minor Emphasis

Emphasis in relation to Federal Definition of Career Education:
( ) 1. Increase the relationship between schools and society as a whole;
(*) 2. Provide opportunities for counseling, guidance and career development for all children;
( ) 3. Relate the subject matter of the curricula of schools to the needs of persons to function fully in society;
( ) 4. Extend the concept of the education process beyond the school into the area of employment and the community;
( ) 5. Foster flexibility in attitudes, skills, and knowledge in order to enable persons to cope with accelerating change and obsolescence;
( ) 6. Make education more relevant to employment and functioning in society; and
( ) 7. Eliminate any distinction between education for vocational purposes and general or academic education.

( ) All of above.

Emphasis on a specific stage of career development:
(*) Career awareness
( ) Career exploration
( ) Career planning
( ) Career progression
( ) Career choice

Methodology of research:
( ) Questionnaire
(*) Test scores
( ) Interviews
( ) Panel results
( ) Observation
( ) Other:

Type of study related to implementation:
( ) Goals or description of outcomes for Career Education
( ) Current status of Career Education
- school
- district
- county
- state
- nation

(*) Evaluation of effectiveness of Career Education Programs:
* summative evaluation
- formative evaluation
- data collection techniques
- evaluation system

Domain Emphasized:
( ) cognitive ( ) skills
( ) affective (*) combination:

career awareness

Judgments on significance of research:

Researcher	Reviewer	
( )	( )	New area of research
( )	( )	Practicality of research
( )	( )	Basic theory treated
( )	( )	Cost oriented
( )	( )	Student benefit oriented
(*)	(*)	Professional education oriented

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On the following pages will be found a presentation of: (1) the problem; (2) methods and procedures; and (3) summary of findings.

Vallejo, M.E., "The Relationship between the Effects of a Career Education Teacher In-Service Preparation Program and the Career Awareness of Upper Elementary School Students." Doctoral dissertation, Kansas State University, 1975.

1. The Problem

The purpose of this study was to determine whether upper elementary school students who were under the supervision of teachers who had completed career education inservice preparation had increased their career awareness more than pupils who were under the supervision of teachers who had not participated in any career education inservice preparation. The major question to be answered in this study was whether or not the career education inservice preparation of elementary school teachers made any difference in the career awareness of their students.

2. Methods and Procedures

In each of the three grades that the study was conducted, the operational null hypothesis developed from the questions to be answered stated: There is no significant difference among the composite scores of experimental treatment students whose teachers participated in career education inservice preparation workshops and the composite scores of control treatment students whose teachers did not participate in career education teacher inservice preparation workshops as measured by the Cornell Career Awareness Inventory.

Three separate analyses were conducted, one for the fourth grade, one for the fifth grade, and one for the sixth grade. Two treatment groups for each grade, experimental and control, were selected from intact classes on a post hoc basis to participate in the study. There was a total of sixteen self-contained, randomly selected classes, a total N of 379, that were chosen for the experimental groups. Eighteen randomly selected, self-contained classes totalling 430 subjects took part in the study as control groups.

The research instrument used was the Cornell Career Awareness Inventory which identified seven areas of career awareness. The criterion measure and dependent variable utilized was the total composite score derived from the seven subtest scale scores.

The three hypotheses, one for each grade level, were analyzed separately by submitting the data to a nested factor, unequal subclass analysis of variance design in order to control statistically for extraneous, unaccounted for variability. In the analyses each grade level consisted of one dimension with two treatment levels, the experimental treatment group and the control treatment group. The different classes from each grade were nested under either the experimental treatment level or the control treatment level depending upon whether the class' teacher was part of the experimental group or the control group.

3. Summary of Findings

The null hypotheses for the fourth and fifth grades were retained. The F-ratios of .745 and .529 respectively yielded by the analyses were not statistically significant at the selected .05 level. The null hypothesis for the sixth grade was rejected with the analysis yielding a significant F-value of 17,531, within the selected area of rejection at the .05 level of significance, but in favor of the control group.

Students in the fourth and fifth grades involved in the study who were under the supervision of teachers who had completed the career education inservice preparation program showed no significant difference in career awareness as measured by the Cornell Career Awareness Inventory compared with those control students in the fourth and fifth grades who were under the supervision of teachers who had not participated in inservice preparation workshops. There was no positive relationship between career education teacher inservice preparation and the career awareness of upper elementary pupils in any of the three grades as measured by the Cornell Career Awareness Inventory. There was a negative relationship in the sixth grade between career education teacher inservice preparation and the career awareness of sixth grade pupils.

APPENDIX B

EPDA DISSERTATIONS ELIGIBLE FOR THIS SURVEY BUT UNAVAILABLE

EPDA Dissertations Eligible for this Survey but Unavailable

Blank Philip. "The National Guard as a Training Site in Co-operative Career Education." Michigan State University.

Brooks, Robert B. "A Comparative Analysis of Representative Career Education Concepts and Selected Statements as Responded to by Rhode Island Superintendents." University of Connecticut.

Cassell, Ken. "Identifying the Responsibilities that Are Common to a Program Manager in Career Education." Oklahoma State University.

Dutra, Gerald. "Evaluation of an Experimental Career Education Program for High School Sophomores." University of California - Los Angeles.

Garrison, Don. "A Study of Attitude Change toward Career Education among Teachers and Patrons Due to Selected Treatments." Texas A and M University.

Rieser, Matt. "Development of a Model for the Articulation of Occupational and Career Education Programs in Educational Park Settings, K-14." University of Tennessee.

Riley, Thomas. "A Comparison of the Performance Objectives for Mathematic Education in Michigan to Determine their Appropriateness with Career Education." Michigan State University.

Salas, John. "The Effects of an In-School Career Orientation Program on the Vocational Interests and Tentative Occupational Selection of Black Disadvantaged Adolescents." University of Connecticut.

APPENDIX C

EPDA DISSERTATIONS CONSIDERED BUT NOT USED FOR THIS SURVEY

EPDA Dissertations Considered But Not Used For This Survey

Adams, Eddie R. "Effects of a Performance Oriented Institute on the Local Vocational Education Director in Missouri." University of Missouri - Columbia.

Amos, Joseph E. "A Study of the Perceptions of Oklahoma Distributive Education Coordinators Regarding Functions of Local Advisory Committees." Oklahoma State University.

Anderson, John E. "Comparison of an Instructional Management System with a Traditional Teacher/Learner Mode." Oregon State University.

Ansolabehere, J. Maurice. "A Comparative Study of Selected Vocational-Technical Teacher Characteristics in Illinois Secondary Area Vocational Centers and Participating Schools." University of Illinois.

Arlton, Donna M. "Critical Requirements for Secondary Level Health Occupations Teachers." University of Illinois.

Ayers, Roy Edwin. "A Study of Advisory Committee Utilization in the Programs of the Designated Area Vocational-Technical Schools of Oklahoma." Oklahoma State University.

Bisbee, Kolan K. "The Interpersonal Values and Role Perceptions of Beginning Vocational Education Teachers in Missouri." University of Missouri - Columbia.

Borgen, Joseph A. "In-Service Staff Development of Local Vocational Teachers and Teachers . . ." University of Illinois.

Bowling, David E., Jr. "An Assessment of Impact of Feedback of a Final Evaluating Report of the Illinois Evaluation System upon Occupational Programs." University of Illinois.

Bucks, Jane Anne. "An Analysis of Data Processing Occupations." Oklahoma State University.

Bull, William Kenneth. "The Year Round School: A Study of the Economical, Educational and Methodological Benefits." Oklahoma State University.

Burns, David E. "The Relationship between Pupils Perspectives of Program Availability in Vocational Education and Their Expressed Needs for Vocational Education in Two Small School Districts." University of Illinois.

Butler, Merrell Doyle. "A Study of Education Background, Philosophy of Human Nature and Social Attitudes of Area Vocational-Technical School Administrators in H.E.W. Educational Region VI." Oklahoma State University.

Canup, Calude R., Jr. "A Study of the Competencies Needed by Chief Administrators of Public, Two-Year, Post-Secondary Educational Institutions as Perceived by Local Chief Administrators within the South Carolina System of Technical Education." North Carolina State University.

Cattle, Donnell Edgar. "Microteaching Techniques Utilized by Industrial Arts Teacher Education Programs." Oklahoma State University.

Copeland, Amanda B. "Participant Assessment of Content and Experience Emphasis in Vocational Leadership Training Programs Offered at Eleven Universities." Oklahoma State University.

Corbett, Julius D. "Functions of the Director of Occupational Education in North Carolina as Perceived by Superintendents of Schools." North Carolina State University.

Daly, Crayton. "Present and Projected Needs for Teachers of Technical Subjects in Associate Degree Programs in All Community Colleges of Oregon, Washington, and Idaho." Oregon State University.

Dunnink, Dirk Marinus. "An Investigation of Dogmatism and Expectations of Students as Evinced by Vocational and Non-Vocational Teacher Trainees." Oklahoma State University.

Ely, Vivien K. "Collaboration for Planned Organization Change in a State Vocational Education Agency." North Carolina State University.

French, Edward Mack. "A Comparison of Three Methods of Teaching Business Subjects of Job Entry in Memphis High Schools." Oklahoma State University.

Galloway, Joel D. "An Exploration of the Personal, Social Educational, and Employment Characteristics of Male Inmates Entering the Illinois Penal System." University of Illinois.

Gardner, Glen Martin. "The Association Between Local School Administrators' and Counselors' Attitudes toward Vocational Education and Selected Characteristics of their Students Attending a Vocational-Technical School." Oklahoma State University.

Gordon, Robert. "Effects of Instructional Objectives on Reading Acquisition and Retention Levels of Students with Varying Mental Ability." University of Missouri - Columbia.

Green, Fern Allen. "The Assessment of Aptitudes for Success in the General Clerical Option of the Business and Office Education Program." Oklahoma State University.

Grossman, Arthur. "Importance and Proficiency of Construction Technology Competency Elements." University of Missouri - Columbia.

Hagen, Donald L. "Community College Faculty Perceptions of Academically Disadvantaged Students and Factors Related to the Perceptions Held." University of Illinois.

Hart, Kenneth Eugene. "Relationship between Vocational Education Teachers' Pupil Control Ideology and Their Classroom Behavior." Oklahoma State University.

Herbert, Charles Henry, Jr. "An Analysis of Selected Factors Related to Rehabilitation Outcomes and Job Satisfaction of Disabled Persons Served by the Oklahoma Division of Vocational Rehabilitation." Oklahoma State University.

Heuchert, Arnold. " A Study of the Effects of the Organizational Structure on the Need Satisfaction of Community College Vocational Administrators and Instructors." Oregon State University.

Hill, David R. "Implications of the Year Round School Concept for Secondary Area Occupational Centers." North Carolina State University.

Hollenback, E. F. Bill. "Perceptions of Oklahoma Young-Adult Farmers and Teachers As to Need, Feasibility, and Possible Acceptance of a Proposed Adult Agricultural Educational Specialist Program." Oklahoma State University.

Holamn, Richard Will. "A Comparison of Occupational Mobility Due to Student Participation in Associate Degree Programs at Missouri Western State College." University of Missouri - Columbia.

Hopkins, Joseph. "Trade and Industrial Teachers' Attitudes toward Administrators, Teachers, and Students as a Function of Selected Variables." Rutgers, the State University.

Huber, Jerry. "Proximity Theory and Information System Acquisition Techniques." Oregon State University.

Huddleston, Kenneth F. "A Competency Pattern Approach to Development of Curricular Models for Secondary School Agricultural Occupations Programs." University of Illinois.

Hunsaker, Floyd Rex. "A Comparison of Attitudes between Two field-Based Teacher Education Programs." Oregon State University.

Jackson, Truman H. " A Study of Characteristics of Occupational Students in Selected Area Vocational Center Schools and Comprehensive High Schools in Illinois." University of Illinois.

Janey, Jane P. "An Analysis of the Impact of a Federally Assisted Vocational Facility Project in a Selected Community." North Carolina State University.

Johnson, Lester B. "A Comparative Study of Three Engineering Technology Programs at Savannah State College as Perceived by Graduates and Supervisors." University of Missouri - Columbia.

Lash, Neil A. "Effects of Verbal Modality on Principle Learning for Vocational Students with Different Levels of Reading Ability." University of Missouri - Columbia.

Lawrence, Dorothy M. "Public High School Dropout Behavior, State of Oklahoma, 1973-74." Oklahoma State University.

Ledoux, Clarence. "The Identification of Mathematical Skills Needed for Entry-Level Employment in the Electricity-Electronics Cluster of Occupations in Oregon." Oregon State University.

Litchfield, Carolyn G. "A Comparative Analysis of the Value Orientations of Secondary Vocational and Technical Education Teachers in Virginia Public Schools." Virginia Polytechnic Institute and State University.

Lockwood, Wayne, N., Jr. "The Development of a Correspondence Course Entitled: Leadership Development in Vocational Education." University of Illinois.

Malamphy, Hugh F. "The Utilization of Curriculum Area Advisory Committees in North Carolina Public Secondary Schools as Perceived by Vocational Teachers." North Carolina State University.

Massie, Jean. "The Indentification of the Processes of Vocational Education Administration." Oregon State University.

Masterson, James. "Comparison of Effectiveness of Compressed Speech and Compressed Visual-Motion on Psychomotor Performance." University of Missouri - Columbia.

Maxwell, David. "Instructor Performance Appraisal in Community Colleges." Oregon State University.

McNeill, Perry Reese. "Academic Success Patterns of Native and Transfer Students in Selected Associate Degree Technology Programs." Oklahoma State University.

McNelly, Donald E. "A Comparative Benefit/Cost Study of Vocational Technical and Cooperative Education Programs in Twelve Secondary Schools in Missouri." University of Missouri - Columbia.

Murphy, Ronald R. "A Comparative Study of New Jersey's Area Vocational School Programs for the Handicapped." Rutgers, the State University.

Navara, James. "Analysis of Opinions of Teacher-Coordinators, Administrators, and Guidance Counselors concerning Cooperative Vocational Education." Oregon State University.

Neff, Gale. "The Development and Testing of an Experimental Individualized Learning System." Oregon State University.

Nye, Phares S. "A Basic Assessment of the Accrediting Instruments, Activities, and Procedures Used by the Commission on Occupational Education Institutions of the Southern Association of Colleges and Schools." North Carolina State University.

Odbert, John T. "Student and Faculty Perceptions of Organizational Variables and Supportive Relationships within Two Illinois Community Colleges." University of Illinois.

Osborn, Jimmie DeWayne. "Identification of Role and Function for Proposed Research Utilization Specialists in Vocational-Technical Education." Oklahoma State University.

Paugh, Robert F. "The Development and Validation of a Model for Personnel Management in Local Education Agencies." North Carolina State University.

Penner, Wayman, Robert. "Perceptions of the Nature and Scope of Adult Vocational Teacher Education Needs as Held by Adult Students, Teachers and Coordinators of Adult Education in Oklahoma Area Vocational-Technical Centers." Oklahoma State University.

Pershing, James. "A Model for Curriculum Evaluation with Implications for Programs of Professional Personnel Development." University of Missouri - Columbia.

Phillips, William A. "The Role of the Vocational Teacher as Perceived by Three Groups: Non-Degree, New Degree and Experienced Vocational Teachers." Oregon State University.

Pittman, Mildred. "Selected Variables Relative to Persisting and Non-Persisting Students in Six Two Year Registered Nurse Programs in Oklahoma." Oklahoma State University.

Porter, G. William. "Development and Demonstration of an Inductive Method of Health Education Needs Assessment in a Geographic Area of North Carolina." North Carolina State University.

Reinmuth, Charles. "A Profile of Professional Improvement Needs as Perceived by Occupational Education Instructors in Oregon Community Colleges." Oregon State University.

Riley, John N. "Testing the Value of Silent Super 8MM Single Concept Loop Films as an Aid to the Acquisition of Manipulative Skills in the Machine Trades." Rutgers, the State University.

Rosebrook, James B. "A Study of Perceptions Held by Local Education Personnel Responsible for the Development of the Local Plan for Occupational Education in North Carolina." North Carolina State University.

Rozman, Frank E. "An Investigation of Course Productivity at Various Levels of Instructional Systems Development in the Community College." Rutgers, the State University.

Ruby, Ralph. "The Vocational Education Director's Role in a State-Wide Program." University of Missouri - Columbia.

Schira, Norma Jean. "Professional Education Needs of Teachers of Health Occupations; A Survey of Teachers and Employers." University of Illinois.

Singkofer, Martin D. "A Factor Analysis of the Occupational Competence of Vocationally Certified Teachers of Business Education Subjects." Oregon State University.

Sireno, Peter J. "The Role of the Vocational Education Director in Missouri." University of Missouri - Columbia.

Stemmer, Roland. "A Study of the Whole Job (Multi-position) Approach as Compared to the Traditional (Single-position) Approach in the Development of Arc Welding Skills." Oregon State University.

Stumpf, Arthur D. "Relations of Reading Ability and Pre-factory Objectives to Immediate Achievement." University of Missouri - Columbia.

Tatro, Ethel Helen. "Professional Organizational Climate and Job Satisfaction of Nurses Employed in Hospitals." University of Illinois.

Thompson, Randall Lyle. "An Investigation of the Labor Market Characteristics of Illinois Community College Occupational Instructors." University of Illinois.

Toney, John William. "The Effects of Feedback to Teachers from Student Evaluations of the Instructional Process." University of Illinois.

Toth, Floyd D. "Attitudes of Educators toward Collective Negotiations." University of Missouri - Columbia.

Vicars, Joseph Allen. "A Study of Employer and Employee Opinion Regarding the Adequacy of Training of Vocational-Technical Students at the Texas State Technical Institute." Oklahoma State University.

Warner, Marion B. "Alternative and Parallel Vocational Training Programs; A Comparative Study of Student Characteristics, Attitudes, Expectation, and Perceptions of Instructional." Rutgers, the State University.

White, David L. "Factors Influencing Non-White Participation in Apprenticeship Programs in Selected Building Trades Unions in New Jersey." Rutgers, the State University.

Wilburn, G.R. "The Effects of a Work-Study Program on Identified Probable Dropouts." University of Missouri - Columbia.

Williams, Elvin B. "Planning Occupational Education Programs." North Carolina State University.

Young, Edith M. "Effect of Teacher Enthusiasm on Vocational Business Education Student Achievement." University of Missouri - Columbia.

Zimpel, Richard. "A Comparative Study of Permanent and Mobile Vocational Electronics Classroom Units in New Mexico and Colorado." Oklahoma State University.

APPENDIX D

LIST OF PROJECT DIRECTORS BY STATE

EPDA, PART F, SECTION 552

LEADERSHIP DEVELOPMENT PROGRAM

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